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OPERATIONS MANUAL

Postsecondary Education Rehabilitation Transition

A COLLABORATIVE EFFORT . . .



Department of Rehabilitative Services



Virginia Department of Education

Assistance from the Virginia Department of Education and the Virginia Department of Rehabilitative Services are provided without regard to race, color, creed, sex, national origin or disability.

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PERT SITES

West Central

AB Albemarle Co.
 AH Alleghany Co.
 AT Amherst Co.
 AX Appomattox
 BA Bath Co.
 BD Bedford Co.
 CB Campbell Co.
 CV Charlottesville City
 CK Clarke Co.
 CO Covington City
 FD Frederick Co.
 GE Greene Co.
 HI Highland Co.
 LY Lynchburg City
 NL Nelson Co.
 RB Rockbridge Co.
 WA Warren Co.
 WC Winchester City

Tidewater

AC Accomack Co.
 CP Chesapeake City
 CH Colonial Heights City
 DW Dinwiddie Co.
 FR Franklin City
 GV Greensville Co.
 HX Halifax Co.
 HW Hopewell City
 IW Isle of Wight
 MK Mecklenburg Co.
 NF Norfolk City
 NH Northampton Co.
 PB Petersburg City
 PO Portsmouth City
 PG Prince George Co.
 SF Suffolk City
 SU Surry Co.
 SX Sussex Co.

Northern

AL Alexandria City
 AR Arlington Co.
 CR Culpeper Co.
 FX Fairfax Co.
 FL Falls Church City
 FQ Fauquier Co.
 LN Loudoun Co.
 MN Manassas City
 MP Manassas Park
 PM Prince William Co.
 RP Rappahannock Co

Southwest

BL Bland Co.
 BT Botetourt Co.
 BU Buchanan Co.
 CA Carroll Co.
 FY Floyd Co.
 FC Franklin Co.
 GI Giles Co.
 GR Grayson Co.
 HN Henry Co.
 MV Martinsville City
 MG Montgomery Co.
 NR Norton City
 PT Patrick Co.
 PL Pulaski Co.
 RF Radford City
 RO Roanoke City
 RN Roanoke Co.
 RU Russell Co.
 SC Scott Co.
 SM Smyth Co.
 TZ Tazewell Co.
 WS Wise Co.
 WY Wythe Co.

Shenandoah Valley

AG Augusta Co.
 HB Harrisonburg City
 PA Page Co.
 RH Rockingham Co.
 SH Shenandoah Co.
 SN Staunton City

Northeast

CN Caroline Co.
 CL Colonial Beach Co.
 EX Essex Co.
 FB Fredericksburg City
 GC Gloucester Co.
 KG King George Co.
 KQ King & Queen Co.
 KW King William Co.
 LC Lancaster Co.
 MT Mathews Co.
 MX Middlesex Co.
 NU Northumberland City
 RC Richmond Co.
 SV Spotsylvania Co.
 ST Stafford Co.
 WM Westmoreland Co.
 WP West Point

Central

AM Amelia Co.
 BH Buckingham Co.
 CC Charles City Co.
 CF Chesterfield Co.
 CU Cumberland Co.
 FV Fluvanna Co.
 GL Goochland Co.
 HO Hanover Co.
 HE Henrico Co.
 LO Louisa Co.
 LB Lunenburg Co.
 NK New Kent Co.
 NT Nottoway Co.
 PW Powhatan Co.
 PE Prince Edward Co.
 RI Richmond City
 VS VSDB—Staunton

East

HM Hampton City
 JC James City Co.
 NN Newport News City
 YK York Co.

PERT OPERATIONS MANUAL

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WOODROW WILSON REHABILITATION CENTER

PERT PROGRAM

WWRC

P.O. Box 1500

Box W-350

Fishersville, Virginia 22939-1500

(800) 345-9972

Dear PERT Team Member:

Greetings from PERT! You have become an integral part of a dynamic team. The PERT Program serves youth with disabilities in well over 80% of the school divisions across Virginia. As a team member, you will help develop transition best practices as well as improve existing practices.

The PERT Operations Manual is reviewed and revised yearly. It will serve as a tool for training members of your team. It also serves as a resource guide and reference tool as you have PERT related questions and need additional forms.

Constantly improving the transition services of the PERT Program is challenging and necessary to meet the changing needs of students with disabilities and the mandates of legislation. PERT teams galvanize the resources of DOE, DRS, and local community agencies in collaborative approaches toward the delivery of transition services.

We are delighted to welcome you as a member of the PERT team. Do not hesitate to let us know how we can assist and support you and your school division in transitioning students from school to their chosen postsecondary options.

Sincerely,

Marianne Moore, PERT Program Director

TRANSITION: THE PERT PROCESS

Transition Defined

The successful transition from school to postsecondary opportunities including education, vocational training, employment, and independent living for youth and young adults with special needs, requires a complex array of services and resources. These individuals, their parents and professionals are often faced with uncertainty regarding the availability of services, eligibility requirements and the approach used to access services. Effective transition of individuals with disabilities from school to employment and independence in adult life requires that relevant community opportunities and service combinations be developed to address individual needs through vocational assessment, transition planning and case management.

The United States Office of Special Education and Rehabilitative Services (OSERS) have placed a national priority on the improvement of transition programs and services for all individuals with disabilities. OSERS has defined transition from school to working life as:

"...a process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional postsecondary education or adult services, and the initial years in employment."

The Division of Career Development and Transition, a division of The Council for Exceptional Children, explains transition in a position paper.

"Transition refers to a change in status from behaving primarily as a student to assuming emergent adult roles in the community. These roles include employment, participating in postsecondary education, maintaining a home, becoming appropriately involved in the community, and experiencing satisfactory personal and social relationships. The process of enhancing transition involves the participation and coordination of school programs, adult agency services, and natural supports within the community. The foundations for transition should be laid during the elementary and middle school years, guided by the broad concept of career development. Transition planning should begin no later than age 14, and students should be encouraged to the full extent of their capabilities, to assume a maximum amount of responsibility for such planning" (Halpern, 1994).

The PERT Transition Initiative

Overview

In an effort to respond to the needs of youth with disabilities for high quality vocational/technical training and transition services, the Virginia Department of Education (DOE), in collaboration with the Virginia Department of Rehabilitative Services (DRS), developed a model demonstration project entitled The Postsecondary

Education/Rehabilitation Transition Program (PERT). Now a State sponsored program, PERT is designed to provide students with disabilities:

- a continuum of vocational programs and services including vocational evaluation, vocational counseling, work adjustment/assessment, independent living skills assessment and vocational exploration;
- opportunities to pursue articulated vocational programs which span secondary and postsecondary settings;
- programs which provide for the development of extended career ladders;
- an education/rehabilitation service delivery system which allows for the smooth transition from secondary schools to postsecondary education, training, employment, and successful life adjustment.

PERT has developed procedures for identifying and serving students with disabilities who have the potential for developing sophisticated vocational/technical skills if provided with a longitudinal program which combines the resources of both education and rehabilitation services.

A critical component of the PERT process is the formulation and operation of a PERT team within each participating local school division. Each PERT team is comprised of members representing special education, vocational education, rehabilitative services, and a representative of the PERT Program. The PERT team is responsible for identifying students for PERT participation and planning educational and rehabilitative services for students based on assessment results.

The PERT Process

The PERT Process approach to education/rehabilitation transition may be conceptualized as a four-stage model spanning the participant's secondary school experience, postsecondary education, training and employment (see Figure 1).

Stage I

Stage I begins with the identification and selection of special education students who have the potential for postsecondary education, training and employment. Following parent/student orientation, students are referred to PERT by local DRS counselors.

Initial evaluation at the Woodrow Wilson Rehabilitation Center (WWRC) provides students the opportunity to participate in a ten-day residential experience, which includes comprehensive evaluation of their vocational potential. During initial evaluation at WWRC, the following services are provided:

- vocational evaluation
- life skills assessment
- recreation/social skills assessment
- dorm/residential skills assessment
- ancillary health screenings
- medical/specialty evaluation as needed

Information from each evaluation component is synthesized in a Summary Completion Report, which identifies the need for vocational education, trade-related academic support, independent living, and recreation/social skills development for each participant. Summary reports are distributed to the PERT team to assist in vocational planning and programming in the secondary school, home, and the community.

Stage II

Stage II begins with implementation of the PERT team recommendations into the Individualized Educational Plan (IEP) through transition components and the Individualized Plan for Employment (IPE). These recommendations serve as the basis for joint planning and service delivery between education and rehabilitation to provide more efficient and effective vocational programming. PERT provides technical assistance and service coordination to assist the local education agency in implementing each student's program.

Participant monitoring is conducted by members of the PERT team to determine:

- student's present level of performance
- progress towards transitional goals and objectives
- need for additional pre-vocational or vocational services which may be provided through situational assessment at WWRC or in the student's home community

If additional evaluative information is needed for determining appropriate programming, the PERT team refers the student to WWRC for situational assessment.

Situational assessment at WWRC is available in one or more of the following areas:

- assessment in a vocational training area
- pre-vocational training evaluation
- independent living skills evaluation

Following situational assessment, a Summary Completion Report is provided to the PERT team and family for transition planning to address the student's vocational program needs during the following year. The report is reviewed (monitoring process) and the student's vocational program may be changed if needed, based on new information during the remaining years of high school.

Stage III

Stage III focuses on vocationally-relevant programming for students during their final year of high school. Planning for the student is based on student performance as well as additional information generated by situational assessment.

Modifications may also be based on community work experience. Plans may include the development of academic, employment, vocational, independent living, and recreation/social skills. Students who are in the final year of school and are in need of additional services are referred for appropriate postsecondary services through adult service programs, which may include the Virginia Department of Rehabilitative Services. Services provided can assist students in developing skills necessary for higher level

vocational technical training. At the point of secondary program completion or graduation from high school, the student moves into the final stage of the education/rehabilitation transition process.

Stage IV

Stage IV focuses on implementing postsecondary plans for students who have completed secondary education and are prepared to enter one or more of the following postsecondary plans:

- pre-vocational training
- vocational re-evaluation
- vocational guidance and counseling
- vocational training at WWRC or in community
- education at community college, four-year college
- adult or continuing education
- on-the-job training
- employment with support services
- competitive employment

Financial eligibility is determined at the appropriate time by the Department of Rehabilitative Services (DRS) field counselor serving the student's locality. Some postsecondary options may involve financial participation on the part of students, parents or other sponsoring parties. In addition to postsecondary vocational training options, DRS may provide job placement, job maintenance, and on-going follow-up services, if needed.

Figure 1

THE PERT PROCESS

Stage I (9/10th Grade)				
Student Selection	Student & Parent/Student Orientations	PREP Visits	Initial Evaluation at WWRC	Initial Summary Completion Report to the School, DRS & family
Determine DRS Eligibility	WWRC tours and Technical Assistance	DRS Referral to WWRC/PERT	Vocational Evaluation, Life Skills, Dorm and Recreation Skills Assessments and other special assessments, as needed.	Summary of performance data using functional descriptors for IEP/IPE planning
Stage II (11th Grade)				
IEP/IPE Meeting: Report Implementation meeting with student, family and the PERT team for transition planning and PERT team planning		Student Monitoring and Referral to WWRC for Situational Assessment, if appropriate	Situational Assessment at WWRC	Situational Assessment Summary Completion Reports to the School, DRS & family
Vocational, Academic, Job Experience and other Support Services are developed, as needed	Document progress and transition services	Updated Information	Situational Assessments: Training, PVT, Re-evaluation or WWCIL	Summary of performance data using functional descriptors for IEP transition planning
Stage III (12th Grade)				
IEP/IPE Meeting: Goals and Objectives are reviewed to ensure appropriate progress toward vocational goal		Student Monitoring		Secondary Program Completion
Vocational, Academic, & support services (PVT, WWCIL, etc.), as needed		Document progress and transition services and Postsecondary Options identified		Graduation Diploma/Certificate
Stage IV (Graduation)				
Postsecondary Options	Student Monitoring	Job Placement Services	Job Maintenance Services	DRS On-going Follow-Up to Closure
Vocational Training, Community College, Training, On-the-Job Training, and Supported Employment, as needed	Document transition needs and services	Services Available through DRS, and/or other adult service agencies, as needed.	Services Available through DRS, and/or other adult service agencies, as needed.	Services Available through DRS, as needed.

The Formation of the PERT Team

The PERT team includes administrative personnel and teachers in the local school division, local DRS counselor, and a PERT transition resource specialist/field (TRS/F). Members receive extensive training in team dynamics and implementation of the PERT process. This interdisciplinary team of professionals identifies, screen and select appropriate students. Team members ensure that assessment results are implemented in developing the student's Individual Educational Plan (IEP), with transition components, and DRS' Individual Plan for Employment (IPE) with training and employment services components, for each participant. This cooperative planning and programming provides efficient use of expertise and resources throughout the transition process. In order to facilitate the effectiveness of the PERT team, a team leader is selected as the contact person for the local team. This is usually the special education person on the team since that person is closest to the student's educational process and to the key resources that can support the activities of the PERT team. That person, in addition to other functions, ensures communication within the school division that is adequate and timely for PERT activities.

The PERT Team Roles and Responsibilities

Within each local school division, the PERT team functions collaboratively in implementing the PERT transition process. The goal of the PERT team is to facilitate student transition from secondary school to postsecondary education, rehabilitation training, employment and independence. Each member has the responsibility to participate in the flow of information and the provision of services. The collaborative team effort focuses on the extension of participants' career ladders through the development of appropriate postsecondary opportunities. The effective implementation of the transition model requires that the PERT team members assume both group and individual responsibilities (see Table 1).

Special Education

The Role of the Special Education Representative

The special education representative to the PERT team has access to multiple sources of information and data on potential PERT participants. The special education representative is responsible for obtaining signed consent documents for sharing relevant personal, social, medical, educational, and psychological data with the PERT team. As a member of the PERT team, the special education representative participates in the screening and selection of students for PERT participation. The special education representative provides the PERT team with information (see PERT Team Planning Checklist) on individual students, including:

- student instructional needs and learning styles
- teaching strategies and instructional methods which have enhanced the student's achievement
- behavior management techniques and reinforcement schedules used with the student

The special education representative is responsible for generating parent/student interest in PERT services through scheduling and coordinating a Parent/Student Orientation (PSO) meeting. **The special education representative is also responsible for ensuring that the need for a referral to the local PERT team, requesting consideration for PERT services, is documented on the IEP.** The special education representative has the responsibility for maintaining communication with the PERT team and for providing additional information concerning student referrals and ensuring the results of the PERT evaluation are used for IEP planning. In addition, the special education representative coordinates the provision of technical assistance services within the local school division.

Following the initial evaluation, PERT Summary Completion Reports are sent to the PERT team leader, school personnel, the DRS counselor and parents/students. The information in these reports is used as the basis for transition planning in the IEP process. Students and parents meet with the PERT team to review the report information prior to the IEP meeting, or the IEP meeting may serve as the setting for the full implementation of the report information. Each PERT team decides on the most effective process for their school. When specified in the IEP, the special education representative facilitates the provision of instruction in: employment skills training; trade-related academics; work skills and behaviors; social skills; and life skills. The goal is that information from the evaluation is used to develop transition plans in the IEP. As the student makes progress toward graduation, these are the plans that facilitate the student's progress toward employment and independent living as an adult. This process highlights the critical function of the special education representative on the PERT team and demonstrates why this person is typically selected as the team leader. The team leader will:

Sequence of Special Education Roles and Responsibilities

1. participate in formal PERT team training at WWRC or through regional training opportunities, when available;
2. provide information regarding special education resources available within the local school division for distribution to the full PERT team;
3. identify special education and 504 students who meet the PERT selection criteria;
4. ensure that a Student Referral Form is completed on each student considered and prepare copies of this information for the full PERT team;
5. participate in selection of appropriate candidates using the information on the student referral forms and other information made available in student files;
6. secure Authorization for Request for and Release of Information Form on each candidate selected for participation;
7. participate, as needed, in conferences with education and rehabilitation professionals to inform parents and students of the benefits of PERT and to motivate them to participate;

8. make sure that a statement of referral to PERT/DRS is included in the IEP of students who are referred to DRS for participation in the PERT evaluation to ensure proper funding access;
9. offer to arrange a tour of WWRC for parents, candidates and school personnel;
10. send a letter to candidates and parents inviting them to Parent/Student Orientation and follow-up with a phone call;
11. participate in Parent/Student Orientation, presenting the benefits of vocational evaluation and transition planning;
12. confirm final student selection with the full PERT team;
13. maintain communication with members of the PERT team, parents and candidates concerning PERT activities;
14. arrange and participate in PREP visits with candidates scheduled for initial evaluation;
15. arrange student transportation to WWRC for initial evaluation and situational assessment;
16. when the school transports students, a school representative will remain with the students until they are admitted into the PERT Program;
17. maintain contact with PERT staff during initial evaluation at WWRC;
18. participate in the implementation of report data with the full PERT team and parents/students following initial evaluation;
19. ensure that appropriate evaluation data is included in the student's IEP as transitional goals and objectives;
20. evaluate student progress toward IEP goals and objectives and provide recommendations concerning the appropriateness of situational assessment services at WWRC or in the community;
21. participate in the monitoring of students to assure the implementation of transition services identified in the initial evaluation;
22. assist in identifying appropriate postsecondary vocational options, and attend IPE meetings, upon request;
23. participate in DRS postsecondary follow-up of students;
24. disseminate information on PERT activities and evaluation results to special education staff.

Vocational Education

The Role of the Vocational Education Representative

The vocational education representative brings a critical "world of work" perspective to the operation of the PERT team. The vocational education representative on the PERT team is responsible for providing the team with information on vocational education program offerings, pre-requisite academic functioning levels for success in specific occupational training areas, and regional/community job experience and job placement opportunities.

During student selection, the vocational education representative focuses on the identification of candidates who have the potential for successful participation in vocational education programs at the secondary school level. He/She also evaluates each student for the maturity and motivation to pursue postsecondary vocational/technical training options including employment.

When students return from evaluation at WWRC, the PERT team reviews the WWRC evaluation summary reports in preparing recommendations for the vocational component of the IEP. The vocational education representative contributes information regarding vocational competencies in preparation of the IEP and IPE. The vocational education representative on the PERT team identifies the resources and technical assistance required for PERT participants to achieve their potential in vocational education settings, and communicates these requirements to the PERT team.

Monitoring and evaluation of student performance in vocational education programs is the primary responsibility of the vocational education representative. The vocational education representative will:

Sequence of Vocational Education Roles and Responsibilities

1. provide a list of vocational education curricula and competencies available in the local school division for the PERT team members;
2. review roster of students identified by the special education PERT team member and provide any additional information needed to facilitate the selection process;
3. participate in the selection of candidates;
4. participate in Parent/Student Orientation, presenting the benefits of vocational evaluation, education and transition planning as requested;
5. maintain communication with members of the PERT team, parents and candidates concerning PERT activities;
6. consult with PERT staff during evaluation, upon request;
7. participate in the implementation of report data with the full PERT team, following initial evaluation at WWRC;

8. attend and contribute to IEP and IPE meetings upon request;
9. evaluate the status of student progress toward IEP vocational goals and objectives and provide recommendations regarding the appropriateness of situational assessment services;
10. participate in the monitoring of students to assure the implementation of transition services identified in the initial evaluation;
11. assist in identification and planning of appropriate postsecondary vocational options;
12. disseminate information to vocational education staff about PERT activities.

Department of Rehabilitative Services (DRS)

The Role of the DRS Counselor

The DRS counselor contributes expertise in the rehabilitation process to the student's transition from secondary school programs to postsecondary training options and employment. The DRS counselor provides information to the PERT team on techniques and community resources for developing work behaviors, training options, and employment opportunities. The DRS counselor possesses expertise in matching student abilities to vocational counseling, job requirements, training opportunities and job placement.

After participating in student selection, the DRS counselor participates in Parent/Student Orientation. He/She determines each student's eligibility for DRS services and develops the DRS referral packet. The DRS counselor is responsible for referring the student to PERT/WWRC for services recommended by the PERT team. He/She assists in determining IPE goals and objectives and in monitoring the student's progress in achieving the objectives.

The DRS counselor has primary case management responsibility during the actual transition and postsecondary periods. The provision of support/assistance during postsecondary training and the provision of job placement and follow-up services, as specified in the IPE, are the major responsibilities of the DRS counselor. The DRS counselor provides information on student outcomes to the PERT team. The DRS counselor will:

Sequence of DRS Counselor Roles and Responsibilities

1. make available to the PERT team information regarding community resources for the development of pre-vocational, vocational and independent living skills;
2. participate in the selection of candidates;
3. participate in Parent/Student Orientation, presenting the benefits of vocational evaluation and transition planning;

4. confirm student selection with the full PERT team;
5. schedule and conduct DRS intake interviews with students and parents to establish DRS eligibility and to sign the appropriate forms for PERT and the WWRC admission process, as necessary;
6. ensure that all completed DRS referral packets arrive at PERT/WWRC Admissions Department six (6) weeks prior to the beginning of initial evaluation;
7. maintain communication with members of the PERT team, parents and candidates concerning PERT activities;
8. participate, as requested, in PREP visit with candidates scheduled for initial evaluation;
9. assist, as needed, in making arrangements with the school for student transportation to WWRC for evaluation;
10. maintain contact with PERT staff during evaluation at WWRC;
11. participate in the implementation of the PERT Summary Completion Report data following initial evaluation at WWRC with the full PERT team, including arranging any community based work experiences as needed;
12. develop the IPE to reflect IEP/transitional goals and objectives;
13. conduct periodic monitoring of student progress toward IEP and IPE goals and objectives, providing recommendations for appropriate additional and situational assessment services;
14. identify and plan appropriate postsecondary pre-vocational, vocational and independent living services;
15. provide updated DRS paperwork or changes in student information as requested;
16. provide job placement assistance as necessary;
17. conduct postsecondary follow-up of participants with the full PERT team;
18. disseminate information to local DRS staff about PERT activities and student outcomes.

PERT Transition Resource Specialist (TRS/F)

The Role of the PERT Transition Resource Specialist/Field

The TRS/F is responsible for facilitating activities of the PERT team including student selection, parent/student orientation, program planning, prep visit, report implementation, student monitoring, and technical assistance. He/She is the liaison between WWRC and the PERT team, local school division, students and parents.

When the student is at WWRC for evaluation, the TRS/F is responsible for supporting the transition resource specialist/on-site (TRS/OS) in their guidance of student progress towards assessment goals and objectives. The TRS/F and TRS/OS collaborate in creating and editing the PERT Summary Completion Report that is used as the basis for transition planning and development of goals and objectives in the students IEP.

The TRS/F assists the PERT team in implementation of the reports that result in goals and objectives for the IEP and IPE. The TRS/F participates in annual monitoring of student progress towards transitional goals and objectives. Formal TRS responsibility ceases when the student is no longer enrolled in school and therefore no longer the responsibility of the local school division. The TRS/F will:

Sequence of TRS/F Roles and Responsibilities

1. facilitate communication and collaboration of the PERT team members in implementing major PERT activities;
2. provide information on PERT/WWRC services to the PERT team;
3. provide orientations to potential candidates;
4. participate in the selection of candidates;
5. facilitate PERT Parent/Student Orientation for selected candidates with the full PERT team;
6. confirm final student selection with the full PERT team;
7. ensure that completed DRS referral packets arrive to the PERT office six (6) weeks prior to the arrival of students for evaluation;
8. maintain communication with members of the PERT team, families and candidates concerning PERT activities;
9. conduct a PREP visit with candidates scheduled for initial evaluation to confirm completion of an interest inventory, determine roommates, review student weekday schedule and purpose of the evaluation, Sunday schedule, tobacco and behavior guidelines, what to bring, medical issues, calling home, arrangements for homework concerns, and any other relevant issues or questions asked by students;
10. completes the Initial Evaluation Summary Completion Reports in collaboration with TRS/OS and other WWRC service providers;
11. participate in the implementation of report data (following the evaluation at WWRC) with the full PERT team and provide recommendations that could be used in the IEP;
12. attend IEP and IPE meetings when possible;
13. provide or arrange for technical assistance to ensure implementation of transition goals and objectives;

14. monitor student progress toward IEP and IPE goals and objectives and provide recommendations for appropriate situational assessment services at WWRC;
15. train new members of the PERT team;
16. provide technical assistance to the DRS counselor, upon request, with regard to accessing WWRC services.

PERT Transition Resource Specialist/On Site (TRS/OS)

The Role of the PERT TRS/OS

The transition resource specialist/on-site (TRS/OS) (also referred to as the case manager or counselor) is responsible for student case management, scheduling, coordination and provision of all PERT initial evaluation services while the student is in residence at WWRC. In addition, the TRS/OS is available as a consultant to the TRS/F and the members of the PERT team as needed. The TRS/OS will:

Sequence of TRS/OS Responsibilities

1. provide case management that includes career awareness and counseling crisis intervention, referrals for ancillary services, vocational guidance and career counseling to Initial students at WWRC;
2. maintain communication with TRS/F, On-Site Supervisor and WWRC staff to provide information on student adjustment, systematic intervention approaches and preventive behavioral strategies;
3. attend day/evening linkage meetings to discuss individual student issues and peer interactions;
4. create and edit Summary Completion Report;
5. attend the PERT team meetings, upon request, to provide feedback on student performance and appropriate transition services;
6. providing technical assistance to the local school division regarding behavior intervention plans and other topics when requested;
7. travel on occasion with TRS/F to report implementation meetings and other field activities when possible.

Table 1**Roles and Responsibilities of the PERT team Members by Activity Category**

ACTIVITY CATEGORY	Agency					
	Local School Division		DRS	PERT		
	Voc. Ed.	Sp. Ed.	Field Coun.	TRS/F	TRS/OS	Support Staff
Student Selection						
Prepare Roster of Candidates	x	x				
Request and Secure Release of Information	x	x				
Compile Education Information	x	x				
Review Education Information	x	x	x	x		
Select PERT Candidates/Stand-bys	x	x	x			
Conduct Parent/Candidate Conferences as requested	x	x	x	x		
Determine DRS Eligibility			x			
Send Orientation Letters to Parents		x				
Hold Parent/Candidate Orientation		x	x	x		
Obtain PERT Consent Form From Parents		x				
Conduct PREP visit		x	x	x		
Determine Objectives for Situational Assessment	x	x	x	x		
Evaluation						
Collect Admission Information and Refer to PERT			x			
Facilitate the Provision of Pre-assessment Services				x	x	
Handle Pre-arrival Details				x	x	
Vocational Evaluation Case Management					x	
Arrange Situational Assessment at WWRC	x	x	x	x		
Prepare Summary Reports for the PERT team				x	x	

Agency

ACTIVITY CATEGORY	Local School Division		DRS	PERT		
	Voc. Ed.	Sp. Ed.	Field Coun.	TRS/F	TRS/OS	Support Staff
Review of WWRC Vocational Evaluation Reports	x	x	x	x	x	
Recommend IEP Modifications	x	x	x	x	x	
Provide Technical Assistance for Special and Vocational Educators	x	x	x	x	x	
Coordination/Delivery of Services in Secondary Schools						
Review Situational Assessment Summary Data	x	x	x	x		
Recommend IEP Modifications	x	x	x	x		
Develop IPE			x			
Postsecondary Activities						
Recommend Postsecondary Options	x	x	x	x		
Implement Postsecondary Training Option			x			
Provide Case Management			x			
Provide Job Placement Services			x			
Provide Job Maintenance Services			x			
Management Activities						
Conduct Orientation Training for new PERT team members				x	x	x
Provide Information on Community Resources and School Programs	x	x	x			
Coordinate Community Resource Service Delivery		x	x			
Arrange services at WWRC			x	x	x	x
Provision of Training in Transitioning Process				x		

Backward Planning Process

At the end of the cycle of PERT activities, the team plans the activities for the next year. This is done most efficiently starting with the dates of the initial evaluation and working backward through the sequence of activities and ending with the last activity, report implementation and planning.

The benefits of working backward from the initial evaluation dates are as follows:

1. provides the opportunity to allow sufficient time to accomplish activities with the local resources at your disposal;
2. provides an opportunity to change the sequence and/or the timing in order to increase efficiency or to improve the quality of activity outcomes;
3. allows members of the team to give feedback on the impact of the activity which will help to adjust the process and make it easier or more helpful the next year.

One example of this process is the Parent/Student Orientation. After completing the first year of PERT activities, it may work best to allow more time between that event and Student Selection, the prior event. If there is not enough time to mail letters to parents and make telephone calls the week prior to the Parent/Student Orientation, the team will want to examine the process and change the timing. It may also be necessary to clarify the roles and responsibilities of who does what and when. Having a realistic schedule and clearly assigned tasks will enable the team to be more effective and the result will be less frustration and promote better student outcomes.

During the first year of planning it may be best to allow more time than necessary for each activity to be accomplished. The key during the first year is to be clear about who is responsible for what process and write it in the "Notes" column of the PERT Team Planning Checklist. The team would be given a reference point and a way to assess the equitable sharing of responsibilities. The TRS/F is a valuable resource in the process of PERT team planning and part of the job is to make participation in the PERT process easier.

PERT TEAM PLANNING CHECKLIST

DATE _____ PERT SITE _____ ATTENDEES _____

Activity	Date & Time	Place	Notes
Introduction to PERT: Faculty In-Service and Student Orientation			
*Student Selection			*
Tour		WWRC	
Parent/Student Orientation			
Referral packet to PERT six weeks before intake: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><u>WWRC/DRS</u></p> <p>RS-4; RS₄₀</p> <p>WWRC application</p> <p>DRS medical checklist</p> <p>Copy of Insurance</p> <p>Card and Prescriptions</p> </div> <div style="width: 45%;"> <p><u>School</u></p> <p>Psychological Report</p> <p>Social/Cultural</p> <p>Current IEP</p> <p>Voc. Eval., if any</p> <p>Eligibility Minutes</p> <p>Ed. Assessment</p> <p>Current Medical</p> <p>PERT Student Referral</p> <p>CARP Questionnaire</p> </div> </div>		PERT	
Candidate PREP visit			
• Monitoring of Previous Students			
Initial Evaluation (___ slots)		WWRC	
Report Implementation & Planning			
Other Activities			

- Designed to be a mid-year activity (November - March) to review student progress. It may be a separate activity or combined with a brief activity like the PREP visit.
- * Referral forms are due at Student Selection

PERT SERVICE OPTIONS

Initial Evaluation

The goal of initial evaluation is to provide comprehensive transitional planning information to service providers, students and parents. The primary components of the initial evaluation are:

- vocational assessment
- recreation/social skills assessment
- residential living/social skills assessment
- life skills assessment

During both the initial evaluation and the situational assessment, WWRC support services are available to PERT participants.

The initial evaluation is a comprehensive ten-day residential program conducted at WWRC. Students from each participating locality are scheduled as a group for the intensive evaluation experience.

The initial evaluation at WWRC builds upon prior vocational, academic, psychological, social and medical assessments, provided by the school/home community. It is the responsibility of the PERT team to determine and recommend all evaluation services that may be needed by the student as stated in his/her IEP.

“Hands-on” vocational assessments are used to identify the student's performance strengths and weaknesses, which can then be transferred into IEP/IPE goals and objectives. The vocational assessment component provides the opportunity for students to experience "hands-on" vocational exploration through the use of simulated work samples. Initial evaluation utilizes interest inventories, work samples and situational assessment techniques to gather information regarding the student's abilities and limitations as they relate to vocational functioning and the student's vocational interests. Life skills, residential living assessment, leisure skills assessment components evaluate the student's abilities to function independently within the community.

The results of initial evaluation are summarized in the PERT Summary Completion Report. It provides information that aids the PERT team in planning secondary vocational and special education services. The information serves as a basis for recommended revisions to the IEP, for IPE development, and for the determination of postsecondary options. Attached to the Summary Completion Report are the vocational evaluation, life skills assessment, dorm/residential assessment, recreation/social skills assessment and any relevant medical/specialty reports, also referred to as ancillaries.

Situational Assessment

Situational assessment allows the PERT student greater independence and decision making in participating in vocational and life skills preparation activities. The process is designed for the student to confirm vocational interests, refine skills, develop positive work habits and clarify objectives to achieve individual goals.

Local school divisions utilize situational assessment services at WWRC to varying degrees, depending upon services available in their locality and upon the needs of the student. Situational assessment can also occur in the locality through on-the-job-training, work adjustment, summer youth employment, part-time employment, full-time employment and/or training programs. Situational assessment options are numerous and all possibilities should be explored.

Students may be scheduled for situational assessment at WWRC while enrolled in secondary education or as a postsecondary option. Situational assessment students attend WWRC primarily during the summer, since programs are two weeks in duration. All situational assessment services are structured to meet the needs of the individual student as indicated in the student's IEP.

Situational Assessment Options at WWRC

For the purpose of this manual the use of the term "situational assessment" shall hereafter refer to any of the evaluation services provided at WWRC, which may take place in one or more of the following programs: Vocational Training, Pre-Vocational Training (PVT), and services at the Woodrow Wilson Independent Living Skills Training Program (ILSTP).

Situational Assessment in occupational skills training is designed to confirm student interest in a specific vocational area; assess current skills and abilities; identify student learning styles and effective instructional strategies; and determine potential for future training. Situational assessment is two weeks in duration, and may be scheduled in any of the vocational training areas at WWRC for students who have been recommended for that area in their initial evaluation. Students who display inappropriate work behaviors in the training area may be transferred to pre-vocational training for work adjustment evaluation, space permits.

Situational Assessment in pre-vocational training is designed to assess the student's work behaviors and social skills, as well as potential to benefit from specific work adjustment techniques. The evaluation period is traditionally two weeks. If a student demonstrates significant progress in work behaviors or transfers to a vocational training area, they may be considered on a space available basis.

Situational Assessment in the Independent Living Skills Training Program (ILSTP) offers services that are designed to assist students with special needs to develop independent living and community integration skills. Students use the ILSTP Skills Checklist to select objectives for developing their independent living skills.

Situational Assessment: Student Selection Process

During the Monitoring process, the PERT team recommends appropriate students for Situational Assessment. The PERT team specifies services the student is to receive. School personnel must justify the request for situational assessment in training if the student was recommended for pre-vocational training by documenting and subsequent training and related classes that work behaviors have improved during the year. PERT TRS/F staff coordinates the scheduling of Situational Assessment students at the Center. Students are encouraged to assume the responsibility of confirming situational assessment with the DRS counselor. Notification that a student is requesting a situational assessment is submitted in the fall, prior to the intake to reserve slots within the appropriate departments. Students recommended are sent a form to complete and return to PERT in order for them to be placed on the list of potential students. Failure to meet deadlines will delay situational assessment services and may preclude admission to the program.

DRS Referral Process: Situational Assessment

Prior to a student's admission to WWRC for situational assessment, it is imperative that pertinent information and parental permissions be secured particularly when students are under 18 years of age. Student/parents are sent forms to update DRS and school information. The TRS/F member of the PERT team provides information to the DRS Counselor.

The special education PERT team member provides updated **current school data** to PERT as follows:

- achievement test results, academic records, and grade reports
- psychological evaluation reports
- vocational assessment reports
- IEP and revised triennials
- other pertinent information from the past school year
- information from vocational instructors and others that summarizes the student's participation in vocational education programs during the past school year
- a list of strengths, weaknesses, and referral questions concerning the student

The school and family are responsible for sending an updated WWRC application and school and medical information packet to the PERT Office. Admission packets are due at the PERT office six weeks prior to the student's arrival. This allows sufficient time to review information, plan services, and coordinate resources within the Center. PERT staff will ensure the packet is complete.

Pre-Arrival Activities

Students and parents are sent confirmation of placement in the situational assessment program along with dates and other relevant information.

Situational Assessment Process

Arrival and Orientation to WWRC

The orientation process for Situational Assessment students is essentially the same as that described for the Initial Evaluation students, except that they arrive on Sunday.

Intake

On Sunday, the first day, students report to admissions. They have information verified, an ID picture taken, place their belongings in the dorm, complete an initial interview conducted by TRS staff and take any medications to Student Health. They participate in WWRC orientation, eat supper, meet the evening staff to complete orientation to dorm and recreation and are informed about evening check-in procedures.

On Monday, students come to the PERT conference room at 8 a.m. for a brief orientation and are then escorted to their situational assessment area where they receive an orientation specific to that area and begin their assessment.

Situational Assessment Summary Completion Reports

The Situational Assessment Summary Completion Report summarizes and includes all service reports, counseling interactions and response to situational assessment services. The Summary Completion Report should provide a comprehensive overview of PERT services offered and student performance levels.

Ancillary Reports

Ancillary reports may include reports from physical therapy such as work capacity limitations or occupational therapy describing potential for driving a car. Ancillary services are recommended and conducted when there is a question about how specific issues impact living independently and/or potential for employment.

Technical Assistance

The components of the technical assistance program are:

- partnership development through PERT team new site/members training and on going staff development
- implementation of the comprehensive summary completion report into student's education/transition and rehabilitation programs (IEP, IPE)
- prep visit to prepare students for initial evaluation

- monitoring of student progress towards goals
- follow-up with student progress towards long-term goals
- PERT team orientation and training
- PERT team and WWRC consultation and in-service training

Innovative Features

PERT provides a model and a process to ensure that education and rehabilitation professionals collaboratively plan for the provision of vocational technical education programs and services for youth with disabilities. Innovative features of the PERT model:

- joint planning of Individualized Education Plans (IEPs) and Individualized Plans for Employment (IPEs) between education and rehabilitation
- the provision of early intervention services based upon comprehensive residential assessments
- the merging of education and rehabilitation expertise and fiscal resources in the provision of a full range of secondary vocational educational and support services and vocational technical training opportunities for students with disabilities which will make it possible for these students to pursue more advanced postsecondary education and vocational training
- the sequential progression of pre-vocational and vocational services to ensure that students with disabilities make a smooth transition from secondary vocational education, managed by the schools, to postsecondary vocational training and employment, managed by rehabilitation and community service providers
- the utilization of a team approach in providing instruction for professionals in education, rehabilitation and counseling, and to clients and parents in all components of the secondary/postsecondary transition model
- the active involvement of clients and consumers in all aspects of PERT from planning through evaluation and implementation
- the utilization of local school divisions, representing geographically and demographically distinct entities with characteristics that are applicable across the Commonwealth of Virginia as well as across the nation
- the significant commitment of both education and rehabilitation to the transition efforts as evidenced by: (a) joint sponsorship by the state DOE and DRS agencies; and, (b) the assignment of key administrative staff from each agency to program management and implementation.

PERT STUDENT SELECTION

PERT Student Selection Guidelines

PERT student selection is based on individual student needs in consideration of local assessment resources. PERT participants should be in need of comprehensive residential evaluation services as recommended in the student's IEP.

The completed PERT Student Referral Form will identify the reason for the referral and state the referral objectives. The more specific the referral objectives are, the better program services can be individualized to meet the student's needs. This will enhance the usefulness of the initial evaluation data to the student and family in the team transition planning process.

To be eligible for participation in PERT, students must meet the guidelines established by the Virginia Department of Education, the Department of Rehabilitative Services, and WWRC.

Student Selection/Referral Guidelines

- ☐ History of emotional difficulties
- ☐ History of hospitalization(s) Date _____
- ☐ Classroom behavior problems
Define: _____
- ☐ History of in-school suspension
- ☐ Full daily school schedule (attends all day, or modified schedule- what is it?)
- ☐ IF ED classification, what classes are mainstreamed?

- ☐ Stamina concerns? VE and evening program
- ☐ Adjustment issues: consider large environment, variety of students, need for independent judgment, social skills
- ☐ Sexual acting out/promiscuity behaviors (issue for males as well as females)
- ☐ History of sexual assault behaviors
- ☐ Probation/juvenile court status; for what
Charges: _____
Outcome: _____
- ☐ History of alcohol/drug/substance abuse
- ☐ Runaway behavior
- ☐ School attendance issues
- ☐ Medication compliance issues

- ☐ Homesickness issues
- ☐ Physical impairments; not just need for SLS
- ☐ Performance IQ below 60

SERIOUS ISSUES THAT WILL PRECLUDE ADMISSION TO WWRC

- ☐ Arson/Fire setting
- ☐ Hospitalization within 6 months
- ☐ Awaiting adjudication of court charges

WWRC/PERT Participation Guidelines

Successful PERT students share certain characteristics that point to effective adjustment to a comprehensive evaluation within a semi-structured residential setting. The following is used to select students for participation in PERT. The applicant must:

- be enrolled in Special Education or have a 504 Plan
- be eligible for Department of Rehabilitative Services
 - presence of a physical or mental impairment
 - substantial impediment to employment
 - presumption of benefit in terms of an employment outcome
 - requires VR services to prepare for, enter, engage in, or retain gainful employment
- be age 16 by initial evaluation at WWRC or 2.5 years from graduation or secondary school completion
- possess a strong support system
- have a positive classroom/work behaviors/coping skills that indicate potential to adapt to the semi-structured environment of WWRC
- have a full scale IQ of 60 or above
- be medically, physically and psychologically stable and have a favorable prognosis to complete and benefit from the services requested
- have six (6) consecutive months of documented abstinence or demonstrated completion of intense substance abuse treatment and active participation in a substance abuse aftercare program (12-step support groups alone do not qualify as intense treatment or aftercare). Exception may be considered if the consumer is willing to participate in an outpatient evaluation at WWRC to determine feasibility for services and admission contingencies
- ensure current behavior will not jeopardize the health, safety or rehabilitation program of self or others at the Center
- be willing and able to comply with WWRC community living standards (Rules and Regulations)

- have a plan for immediate removal from WWRC if deemed necessary
- have any court charges against them settled prior to seeking admission. Cases that are pending adjudication through the judicial system will not be considered. WWRC is not an alternative placement option

Students who do not meet all of the above guidelines will be considered for participation through approval of PERT Candidate Admissions Review Panel (CARP), as referred to above.

Candidate Admissions Review Panel (CARP) Guidelines

Candidates who do not meet the guidelines can be referred to PERT for consideration by the Candidate Admissions Review Panel (CARP). The CARP Questionnaire can be completed by a teacher, parent, etc., any person who knows the student well, and can assist in the process by providing planning information. The purpose is to screen the students into the process, if possible, by anticipating their needs and planning accordingly. The CARP includes the student services supervisor, TRS/F, recreation services staff and other staff as needed. The purpose of the review is to determine the student's ability to benefit from WWRC services and his/her ability to interact successfully in the evening environment.

- the CARP panel will take into consideration the following:
 - ability of the student to adapt to the Center environment
 - standard error of measurement and cultural bias in tests
 - student maturity
 - potential danger to self and/or others
 - ability to benefit from PERT participation
 - commitment of the PERT team to implementing evaluation recommendations
 - compliance with WWRC admissions criteria

Exceptions are also based on demonstration of adaptive behaviors. Indications of these would include:

- participation in mainstreamed classes
- employer performance reviews
- work adjustment training behavior ratings
- compliance with behavior contracts (family/school/work)
- documentation of classroom behaviors
- identification of successful reinforcement techniques

In cases involving psychiatric hospitalization or suicidal threats, the above criteria will be considered. A minimum period of six (6) months stability in the community is required prior to PERT participation. A written statement from a psychologist, teacher, and/or counselor is required for documentation.

All CARP referrals should be directed to the TRS/F by the time of Student

Selection. The TRS/F will provide forms to assist in gathering necessary information. Student information provided to the Panel should include:

- completed Student Referral Form
- current medical and psychological information
- limitations and need for assistance in activities of daily living
- completed CARP Questionnaire
- any other information relevant to the student's ability to adjust to the WWRC residential environment

Upon review of student information, the Panel will provide the PERT team with written notification of the decision. If PERT participation cannot be offered, the TRS/F will assist the PERT team in planning appropriate alternative services to meet the student's needs, as identified in the IEP. Alternative assessment or other services need to be implemented if the student is not selected for PERT participation.

Student Selection Process

1. The need for a comprehensive evaluation such as PERT is identified by the IEP meeting at the end of 9th grade.
2. School personnel identify special education students who are potential PERT candidates, and complete PERT Student Referral forms on each. For any students who do not meet PERT admissions guidelines (listed on the back page of the PERT Student Referral Form), the CARP Questionnaire is also completed. To share the information with DRS personnel, a release of information is necessary.
3. The PERT team reviews the student referral forms with attention to the following: motivation, strengths, parental involvement, DRS eligibility, and WWRC admissions criteria.
4. The PERT team selects appropriate candidates, and forwards the information on CARP referrals to the CARP Panel for consideration.
5. The CARP Panel meets to make a final decision on the CARP candidates considered for participation.
6. Parents/guardians are contacted by teachers via letter and/or telephone with a request to attend Parent/Student Orientation.

7. The PERT team meets with the parents and candidates for Parent/Student Orientation.
8. School personnel provide the DRS counselor with all necessary school records and information. A release of information is needed if it was not done at step 2.
9. The special education member of the PERT team ensures that the need for a comprehensive evaluation is documented within the IEP, including requests for any medical and specialty evaluation services.
10. The DRS counselor conducts intake interviews and secures all necessary referral information.
11. The DRS counselor submits a complete referral packet to PERT for each candidate six (6) weeks in advance of the scheduled intake date.

**INITIAL EVALUATION
PERT STUDENT REFERRAL**

All information is considered confidential and will not be released without permission of parent/legal guardian. Note: Referral to PERT should be made when the student's IEP indicates the need for a comprehensive assessment focusing on vocational and functional living skills. This referral is scheduled for (date) : _

FULL LEGAL NAME: _____ SCHOOL: _____ LEA _____

SSN: ____ / ____ / ____ D.O.B.: _____ GRADE: _____ AGE: _____ SEX: M F

PARENT/GUARDIAN NAME & ADDRESS: _____

PHONE: (home) _____ (work) _____

PARENTAL SUPPORT: attends IEP Meetings _____ initiates contact _____ provides home follow-up _____

DISABILITY: _____ TYPE OF DIPLOMA: _____

CLASS PLACEMENT: % of time receiving special education services per week _____

RELATED SERVICES RECEIVED _____

PHYSICAL LIMITATIONS: _____ MEDICATIONS: _____

ACCOMMODATIONS: _____

LEARNING STYLE PREFERENCE (Circle) AUDITORY VISUAL DEMONSTRATION MULTISENSORY

COMMUNICATION STYLES: (Circle) GESTURES, ASL/SEE, SPEECH READING, CUED SPEECH, OTHER _____

STUDENT CHARACTERISTICS	NEVER ALWAYS	SOMETIMES			COMMENTS
- arrives at class on time	1	2	3	4	.....
- brings appropriate materials	1	2	3	4	.....
- demonstrates good hygiene	1	2	3	4	.....
- brings completed homework	1	2	3	4	.....
- cooperates with teacher/peers	1	2	3	4	.....
- remembers instructions/follows through	1	2	3	4	.....
- plans and organizes work	1	2	3	4	.....
- improves with practice or training	1	2	3	4	.....
- performs to potential	1	2	3	4	.....
- stays on task	1	2	3	4	.....
- completes assignments	1	2	3	4	.....
- asks appropriate questions	1	2	3	4	.....
- attends school regularly	1	2	3	4	.....

RECENT TESTS ADMINISTERED	TEST RESULTS	DATE
PSYCH IQ:	V= _____ P= _____ FS= _____	
READING:		
MATH:		
OTHER:		

VOCATIONAL CLASS: _____

WORK EXPERIENCE: _____

VOCATIONAL ASSESSMENT DATA (if any): _____

CURRENT INDEPENDENT LIVING SKILLS ASSESSMENT DATA (if any): _____

Students who do not meet all of the selection guidelines will be considered for participation through approval of PERT Candidate Admissions Review Panel (CARP) IF THIS IS NEEDED, CHECK HERE _____

IDENTIFY ISSUES: _____

OTHER SERVICES NEEDED: _____ OT Driving Eval. _____ PT Work Capacity Eval _____ Speech Eval.

_____Hearing Eval. _____Computer Accommodations Lab _____Other _____
STUDENT: _____LEA _____

ADDITIONAL RELEVANT DATA (CONTINUED)

Is there other relevant information regarding this youth's social or emotional development that might influence his/her success during the in-residence, comprehensive evaluation at WWRC? (i.e.; acting out behaviors, extreme shyness, anxiety disorders, etc.)

REFERRAL OBJECTIVES

Reason for referral: _____

Specific evaluation objectives: _____

Anticipated use of data in transition activities: _____

PERT PARTICIPATION GUIDELINES: Successful PERT students share certain characteristics allowing effective adjustment to a comprehensive evaluation within a semi-structured residential setting. The following is used to select students for participation in PERT. The applicant must:

- ◆ be enrolled in Special Education or have a 504 Plan
- ◆ be eligible for Department of Rehabilitative Services
 - presence of a physical or mental impairment
 - substantial impediment to employment
 - presumption of benefit in terms of an employment outcome
 - requires VR services to prepare for, enter, engage in, or retain gainful employment
- ◆ be age 16 by Initial Evaluation at WWRC or 2.5 Years from graduation or secondary school completion
- ◆ possess a strong support system
- ◆ have a positive classroom/work behaviors/coping skills that indicate potential to adapt to the semi-structured environment of WWRC
- ◆ have a full scale IQ of 60 or above
- ◆ be medically, physically and psychologically stable and have a favorable prognosis to complete and benefit from the services requested
- ◆ have six (6) consecutive months of documented abstinence or demonstrated completion of intense substance abuse treatment and active participation in a substance abuse aftercare program
- ◆ ensure current behavior will not jeopardize the health, safety or rehabilitation program of self or others at the Center
- ◆ be willing and able to comply with WWRC community living standards (Rules and Regulations)
- ◆ have a plan for immediate removal from WWRC if deemed necessary
- ◆ have any court charges against them settled prior to seeking admission. Cases that are pending adjudication through the judicial system will not be considered. WWRC is not an alternative placement option

Students who do not meet all of the above guidelines will be considered for participation through approval of PERT Candidate Admissions Review Panel (CARP), as referred to above.

COMPLETED BY: _____ DATE: _____

PER2704 TITLE: _____

PERT Program
CARP QUESTIONNAIRE

The CARP (Candidate Admissions Review Panel) Process is designed to determine feasibility for participation in PERT Initial Evaluation Services at Woodrow Wilson Rehabilitation Center and to facilitate ancillary and vocational service programming. Please be specific and accurate. Consider "usual" student behaviors in your responses. This questionnaire should be submitted with the Student Referral Form at the time of Student Selection.

STUDENT NAME: _____ LEA _____ INTAKE _____

- 1) What is the objective for the student's participation in PERT Initial Evaluation services at WWRC?

- 2) Does the student do chores at home: Yes ____ No ____

If yes:

- ☐ independently
- ☐ with prompts
- ☐ with direct supervision

- 3) How do you help the student learn a task or assignment:

- ☐ positive reinforcement (money, token, privileges)
- ☐ praise
- ☐ repetition
- ☐ reminders
- ☐ modeling, demonstration
- ☐ other _____

- 4) What social/behavior issues should PERT be prepared to handle, and what strategies are effective / ineffective in dealing with them:

- 5a) How does the student handle frustration, stress, change: _____

5b) How can PERT staff assist the student in these areas:_____

6) How does the student interact with peers:

- | | |
|---|--|
| <input type="checkbox"/> prefers large groups | <input type="checkbox"/> prefers company of peers |
| <input type="checkbox"/> prefers small groups | <input type="checkbox"/> prefers company of adults |
| <input type="checkbox"/> keeps to self | <input type="checkbox"/> prefers company of children |
| <input type="checkbox"/> has peer conflicts | <input type="checkbox"/> other_____ |

7) How does the student respond to authority figures and/or teachers:

- ☐ cooperative
- ☐ verbally defiant, then cooperates
- ☐ verbally defiant, no cooperation
- ☐ needs coaxing
- ☐ needs more skills dealing with male figures
- ☐ needs more skills dealing with female figures

8a) What situations may cause difficulties for the student:

8b) How can PERT staff assist the student is dealing with these issues:_____

Date form completed_____

Person completing form_____phone_____

Relationship to student_____

PER2703

Referral Process Paperwork: Initial Evaluation

Students will not be admitted to WWRC for PERT services unless pertinent information and parental permission is secured.

It is the responsibility of the PERT team members to provide the following:

Special Education provides:

- academic records
- vocational assessment reports
- socio-cultural assessment reports
- psychological reports
- medical reports, if any
- individualized education program
- eligibility minutes
- Student Referral Form
- CARP Questionnaire

After receiving all pertinent documentation from the education representative as noted above, the DRS counselor completes the admission packet by providing the following:

The DRS counselor provides:

- DRS Referral Form RS-4 & RS-4o
- Application for Rehabilitation Services (RS-5a)
- DRS Medical Form (RS-3)
- DRS Authorization for Release of Information (RS-3e)
- WWRC Application for Admission

Family members provide:

- copy of Insurance Card (where applicable)

The DRS counselor is responsible for sending the admissions packet directly to the PERT office. This packet is due six (6) weeks prior to the student's arrival date to allow sufficient time to review information, staff students, plan services, and coordinate resources within the Center. PERT staff will review the information in the admissions packet, copy it for the TRS/F to complete a folder review and circulate it to the appropriate WWRC personnel.

PERT/DRS/School Paperwork Checklist

Special Education provides:

- ☐ Academic Test Results
- ☐ Psychological Test Results
- ☐ Socio-Cultural Assessment Reports
- ☐ Vocational Assessment Reports, if any
- ☐ Most recent IEP (present level of performance)
- ☐ Medical and Specialty Reports, if any
- ☐ Eligibility Minutes
- ☐ Student Referral Form
- ☐ CARP Questionnaire, if needed for referral

The DRS counselor provides:

- ☐ DRS Referral Form RS-4 & RS-4o
- ☐ Application for Rehabilitative Services RS-5a
- ☐ DRS Medical Form RS-3
- ☐ DRS Authorization for Release of Information RS-3e or Universal Release RS-3i
- ☐ Woodrow Wilson Rehabilitation Center (WWRC) Application

Family members provide:

- ☐ Copy of Insurance Card if available

WOODROW WILSON REHABILITATION CENTER / PERT
AUTHORIZATION FOR REQUESTS AND FOR RELEASE OF INFORMATION

RE: Student Name _____
(First) (Middle) (Last)

Social Security Number: _____ Date of Birth: _____

Information may be requested from and released to:

(1) DRS Field Counselor: _____

(2) Others: _____

(a) _____

Address: _____

(b) _____

Address: _____

(c) PERT Staff (TRS/F, TRS/OS, etc)

Address: PERT Program, WWRC, W-350, P O Box 1500, Fishersville, Virginia 22939-1500

Purpose of need for the information: Coordination of services - PERT transition from school to postsecondary options

The permission to request or release information to the above may be revoked by the student/parents/guardians at any time prior to the actual request for or release of information. The student/parents/guardians may specify a date or condition upon which permission to request or release of information will expire.

Expiration date for requests for or release of information: Within one year

Condition(s) upon which the request for or release of information expires:

Upon completion/termination of PERT participation

I am permitting the request for release of the following information: From DRS: WWRC: application, medical reports, eligibility reports, referral information, consent forms, financial statement, and IPE. From School System: psychological evaluation, social and medical reports, educational, vocational and behavioral assessments, IEP, annual review reports, school grade reports. From WWRC: reports from Vocational Evaluation, Pre-Vocational Training, Life Skills Evaluations, Summary Completion Report, Dorm Report, Recreation Report, psychological, medical consult reports (O.T., P.T., Speech, M.D. consultations) and Trial Training Evaluation reports.

Date: _____ Signature: _____

Student, Parent or Guardian

Witness: _____

PRE-ARRIVAL ORIENTATION ACTIVITIES

Tour of the Center

Coming for a tour of the Center can serve several purposes. Some of those purposes may include:

- help students make a decision about whether participating in PERT is for them
- prepare students who have already made a decision to attend the PERT Initial Evaluation
- assist parents in their support of students who need to participate in the PERT Initial Evaluation
- help school staff understand the unique environment of the Center and the resources that are available to help students make career decisions.

PERT is not for everyone. It is for those who are prepared to make career decisions and are now ready to take the next step in becoming independent. The tour will help students become aware of whether they are ready for this important step in their lives. Students who understand the resources available to them at the Center will be able to positively influence their parents and advocate for their participation in the PERT experience.

All students who are accepted into the PERT Program are encouraged to tour the Center before they come for the ten-day Initial Evaluation. Experience indicates that students who come on a tour have an easier time making the adjustment to being away from home.

Parents who tour the Center are better informed about the place where their child will be spending a significant amount of time away from home. Parents of students who participate in the PERT Initial Evaluation are making a big adjustment in having to be away from their child for ten days. Parents need to be prepared for this adjustment. It can be an easier adjustment when parents are familiar with the place where their child will be staying. Issues of supervision, safety, and level of independence will be understood and the process of caring for PERT students will be clearer.

School teachers and administrators who tour the Center will not only become aware of the many services offered at the Center to help students make career decisions, they will also be aware of the unique Center environment and be better prepared to select the students who are prepared to have a successful experience during the PERT initial evaluation.

The experience of the PERT staff is conclusive - students, parents, teachers and administrators who come for a tour of the Center are better able to appreciate the unique environment and services available to students during the PERT Initial Evaluation. The PERT staff encourages all who plan to participate in the PERT Program to take advantage of coming for a Center tour. Group or individual tours can

be arranged through the PERT transition resource specialist that serves the school in your area.

Parent/Student Orientation

PERT utilizes three approaches in educating students and parents on PERT participation. These approaches consist of the Parent/Student Orientation, the Pre-Arrival Packet and the PREP Visit. All three activities share specific information regarding student experiences, WWRC's facility, behavioral expectations, programmatic objectives and procedures, and supportive activities offered to students and families while participating in PERT.

During this orientation, parents/guardians and students will be asked to read and sign an "informed consent" statement. This statement explains under what circumstances students may be asked to stop their program and return home.

Woodrow Wilson Rehabilitation Center

PERT Program

INFORMED CONSENT

I, _____ understand that if my behavior or actions interfere with the planned assessment program for any student or myself or if I am in violation of any of the "Standards of Conduct" which warrant exclusion, I may be asked to end my evaluation and return home.

Student **Date:** _____

Parent / Guardian **Date:** _____

Other (Transition Specialist / IEP Teacher / DRS counselor) **Date:** _____

Parent/Student Orientation is an opportunity for members of the PERT team to present PERT goals and objectives to candidates and their parents. Each PERT team determines the most effective way to present the benefits of PERT transition services. The Parent/Student Orientation can be utilized in several capacities: as a celebration for students who have committed to PERT participation and are anticipating entry to WWRC; as a marketing opportunity for students who are referred for participation but to whom no commitment has been obtained nor has paperwork been completed; and, as

an opportunity to educate potential students and families more specifically on program objectives and expectations while completing necessary referral paperwork.

The PERT team representatives share responsibility in clarifying their roles in transition as well as PERT specific activities. For example, the DRS counselor is responsible for describing expertise related to vocational options, job development and placement issues, job seeking skills issues, community plans for vocational growth, and rehabilitative needs specific to transition.

Likewise, the special education representative is responsible to clarify the role of determining appropriate support services within the academic, trade-related academic, and/or remedial approaches in transition.

The vocational education representative is responsible to clarify “expert” role in vocational training options available within the community as well as within the school. The PERT representative discusses the specific aspects of the PERT program as well as the role of assisting the local team toward successful transition planning from school to postsecondary options. Typical areas discussed are the importance of vocational evaluation to determine vocational placement and support services, the use of referral information, the use of report data and transition planning, and the value of a comprehensive residential evaluation. Questions about student life at WWRC typically constitute the bulk of the orientation beyond role clarification.

The following section addresses many of the family concerns that are discussed at a typical Parent/Student Orientation.

Family Concerns

What does PERT Provide the Student?

PERT provides the student with an articulated work-oriented comprehensive evaluation which focuses on expanding career ladders, developing increased employability skills, and developing the basis for future training and retraining as job technologies and job requirements change.

Secondary advantages from PERT participation include an increased awareness of work demands, greater self-esteem, and increased self-confidence. PERT provides a safe setting for students to practice independence, decision-making skills and self-advocacy.

What can WWRC offer the PERT Student?

PERT (through WWRC) offers vocational exploration/orientation, vocational evaluation, life skills assessment, residential/dormitory living recreation/leisure skills assessment, and simulated work samples. Supportive services include: Occupational Therapy, Physical Therapy, Audiology and Speech-Language services. In addition, consultation services from the WWRC staff in the Brain Injury Services, Medical Services,

Rehabilitation Engineering, Psychological Services, and the Independent Living Skills Training Program (ILSTP) are also available for PERT students. Work Capacity Evaluations can be conducted by the Physical Therapy Department to determine the physical capabilities of the student. This information is useful in future vocational counseling.

How Much Does PERT Cost a Family?

As a special education student, your son or daughter has the opportunity to participate in PERT with no cost to you, except if your son/daughter requires the services of a doctor due to an accident or illness while at the Center. If the student sees a Center doctor, your insurance company or you may be billed for the cost of services. You may be required to assist in the cost of training after graduation. Assistance is available depending upon financial need. The partnership of the Department of Rehabilitative Services and the Virginia Department of Education provide the needed funding for PERT services.

What Type of Supervision is Provided for the PERT Student?

Programming for Initial Evaluation students while on the WWRC grounds is highly structured. Supervision is provided from 8:00 a.m. to 12:00 midnight. Supervising staff is available in the dorm from 11:00 p.m. to 8:00 a.m. Student Health services are available 24 hours a day, 7 days a week. Except for mealtimes, students are in class from 8:00 a.m. to 3:15 p.m. every weekday. From 5:00 p.m. until 11:00 p.m. PERT recreation staff are on campus. Structured activities are provided for weekend entertainment, and social skills assessments are conducted from 3:00 p.m. to 1:00 a.m. on Friday and Saturday.

WWRC offers a semi-independent residential environment in which individuals must make daily choices about their behaviors and responses to others. While PERT students do receive significantly more supervision, structure, and support throughout their stay within WWRC's residential environment, they are not monitored 24 hours per day, 7 days per week. Students are told during preparation visits and the orientation to the Center that they are expected to demonstrate self-advocacy skills should they experience difficulties and/or need additional levels of support. During orientation, strategies are discussed to help them make productive choices when dealing with negative peer pressure and/or other uncomfortable situations. Ongoing guidance regarding choices and productive decision-making are provided throughout their stay at the Center through daily contact with PERT case management and other staff.

Who Pays for Training following Graduation?

Financial eligibility for assistance through DRS is determined at the appropriate time by the DRS field counselor serving the student's locality. Financial participation may be shared by the students, parents and/or other sponsoring parties as determined by family income.

How Much Money Does our Son/Daughter Need to Bring with Them to WWRC?

Most students bring about \$25.00 for discretionary spending for sodas, snacks and community trips, but students do not need any money during the evaluation, this is a personal decision. DRS provides food and lodging. If more than \$25 is brought, the student is encouraged to open an account with the WWRC Business Office Cashier. Money can be withdrawn on a limited basis allowing the student an opportunity to learn budgeting skills. PERT staff also works directly with the student to teach budgeting skills.

Who Will do the Student's Laundry?

The student is responsible for doing his/her own laundry. Washers and dryers are provided at no cost; however, the student will need to bring laundry detergent. PERT staff offers assistance in teaching the student to wash their clothes, if necessary. However, you may want to prepare your son/daughter for accepting this responsibility by teaching him/her how to wash clothes at home. PERT staff evaluates the student's ability to complete the clothes washing process as needed.

Can We Visit our Son or Daughter?

As parents of PERT students, you are always welcome to visit. However, the initial evaluation is often the first time the student has been away from his/her family for an extended period. This is an opportunity for your son/daughter to explore responsibility and independence. It can also be a time for the family to explore living without the student. We encourage you to provide the support necessary to allow your son or daughter to try new activities. If you feel the need to visit, try to arrange the visit so that the student will not need to be absent from a class or evaluation. Weekends provide more opportunity for visitation without interrupting the student's program. If you will be taking your student off Center grounds, the student must have a pass from his/her counselor to leave the campus.

PERT students leave campus as part of their evening program. A minimum of two staff travel with students for supervision and assistance purposes. For each van trip, PERT staff will take a car phone, a First Aid Kit, and a jug of water if they are heading to an outdoor activity.

It is not unusual for students to experience homesickness, especially if this is a student's first time away from home. If your son/daughter calls you asking to return home due to homesickness, please call the TRS/OS. PERT staff are very skillful at helping you and your child work through homesickness. Together you can determine whether your child should return home.

How Will the Student's Medication be Administered?

As a rule, all medication is kept in Student Health and students go there to take medications. There are times when it is appropriate for a student to handle his/her medication needs. Together, Student Health and parents will determine if the student is

responsible and knowledgeable in taking his/her medication. Student Health is available when assistance is necessary. A pharmacist is also available to provide additional medication; however, **students are instructed to bring enough medication for the two weeks at the Center in the original prescription bottle on which accurate and current times and doses are clearly indicated. Only the doctor's written directions will be honored.**

Current medical information is necessary for providing effective services. Please inform the transition resource specialist of all medications your son/daughter is taking on a regular basis and of any illness the student has had within the past six months.

What Can the Student do for Fun While at WWRC?

PERT students participate in a leisure skills assessment during the initial evaluation. Activities include roller skating, biking, archery, weight lifting, pool, basketball, volleyball, tennis, bowling, swimming, field trips and more! Movies are offered weekly at the Center. Written permission is required from parents for participation in Riflery activities.

How Does my Son or Daughter Travel to WWRC?

Schools are responsible for transportation to and from WWRC for the initial evaluation. Some parents want to bring their son or daughter to tour the Center before the evaluation. The school PERT team person needs to check with the DRS field counselor at least two weeks prior to your student's arrival to confirm how the student will get to the Center for the initial evaluation.

What Do I Need to Bring to WWRC?

Everything you need to bring is listed in the Pre-Arrival Packet sent to students and parents 2-3 weeks prior to the arrival of students at the Center for the initial evaluation. The same information is given to students also during the PREP visit about 2 weeks prior to arrival at the Center. However, here is a brief summary of those things to bring.

If you have special supplies such as eyeglasses, braces, walkers, crutches, hearing aid(s) or any other assistive devices, you will need to bring them. Also, please bring your medications whether prescription or not.

- School/work clothes: You will be training in the vocational evaluation or training areas. Bring clothes appropriate to a work place. Shirts, underclothing, things you would wear to school or to a job. Don't forget a warm jacket or coat if the weather is cold. No shorts/sweats/sandals are allowed in the classrooms.
- Fun clothes: You may want to bring something to wear to church, dances, or social events. Bring appropriate clothing for recreation (soft-shoes, comfortable clothing, swimsuit, etc.).
- Center supplies all sheets, blankets, and pillows, but you will want to bring your own pillow.

The Center does not furnish personal grooming articles, such as a razor, toothbrush, soap, shampoo, and deodorant. You should bring these with you; however, if items are forgotten, staff can provide some assistance. We also suggest that you bring enough money for stamps, snacks, sodas, cosmetics, personal hygiene items, etc. You must get yourself up in the morning, so bring an alarm clock. Valuables can be secured in a lock box provided in each dorm room. All students will be issued two keys; one is to the room and one is for the lock box. Don't bring valuable jewelry or other treasured items!

Can We Send Mail to our Son/Daughter?

Address mail as follows:

(Student Name)
PERT/WWRC
P. O. Box 1500
Box W-350
Fishersville, Virginia 22939-1500

PERT staff will distribute mail as it arrives.

Do Parents Ever Pay for Medical Services?

Parents are responsible for emergency health care and any services exclusive of the evaluation services. These services are usually covered by medical insurance. You will be contacted about the use of these services, prior to the event, if possible.

How Do Parents Receive a Copy of the Reports?

A copy of the entire report packet is sent to the parents at the same time that it is sent to the PERT team leader for school personnel distribution and to the DRS counselor. Of course, parents are routinely involved in the implementation of report data, usually at a transition and/or IEP meeting. The reports should arrive about four weeks after students complete the initial evaluation.

Can We Call our Son/Daughter?

Please realize that it may take some time to locate your son or daughter since activities are conducted throughout the evening. **We recommend that you pre-arrange convenient telephone calling times with your son or daughter to call you at home in the evening so that you can save time and effort.**

However, if you need to call during the weekday from 8:00 a.m. to 5:00 p.m., please call the PERT office at 1-800-345-9972, Ext. 2-7123. If you call between the hours of 5:00 p.m. and 10:00 p.m. weeknights and weekends, call 1-800-345-9972, Ext. 2-7985, you may leave a message. Dorm staff will check for messages and relay them to your son or daughter.

Who Pays for Postsecondary Training?

Financial eligibility for assistance through the DRS is determined at the appropriate time by the DRS field counselor serving the student's locality. Financial participation may be shared by the students, parents and/or other sponsoring parties as determined by family income.

The PREP Visit(s)

The PREP visit takes place at least two weeks before the students arrive for the initial evaluation. Activities completed are: selection of roommates, vocational interest checklists/inventories and transportation arrangements. Issues presented and discussed are: Sunday arrival schedule, standards of conduct, what to bring and not to bring, homework completion, use of tobacco products guidelines, medical concerns, program expectations and the typical weekday schedule. Discussion enables clarification of issues that helps to ensure students are focused on their vocational assessment and are motivated to do their best. This activity helps students feel more prepared to engage in the career planning process and ready to live independently at the Center.

The following PREP visit packet contains the same information as the Pre-Arrival Booklet that students and parents receive 2-3 weeks prior to the initial evaluation.

Pre-Arrival Packet and PREP Visit Agenda

The following information is sent in a booklet form to the home of students about three weeks prior to their arrival for initial evaluation. It is the same information distributed and reviewed in the PREP Visit.

- directions for taking prescription medicine
- a letter of greeting from the PERT Program Director
- arrival schedule of activities
- typical weekday schedule
- directions to WWRC and mailing address
- suggested list of clothing and supplies to bring
- standards of conduct (rules) for WWRC/PERT
- student rights policy at WWRC

The information in this Pre-Arrival Packet is distributed and reviewed during the PREP visit. Parents are encouraged to call the PERT office if there are any questions with regard to this information (1-800-345-9972, Ext. 27123).

A FEW WORDS ABOUT PRESCRIPTION MEDICINE

If you take any prescription medication, we will need to have a copy of your doctor's prescription (a photocopy is fine) for each medicine you take.

It is very important and required that each bottle of medicine be correctly labeled with your name and instructions for taking the medication. If the time of day you take the medication is specific, that must also be marked on the bottle's label. When you arrive at WWRC, please hold onto the medicine(s) while you are being interviewed. If you arrive with the medication(s) in your luggage, please bring it (them) back from the dorm to admissions for your interviews. You will meet with one of our nurses to discuss your medicine(s). Your cooperation is very much appreciated. Thank you.

The PERT Program
Woodrow Wilson Rehabilitation Center
P. O. Box 1500
Box W-350
Fishersville, Virginia 22939-1500

PREP Visit Agenda and Pre-Arrival Packet

School: _____

Admission Day/Date @ PERT: _____

Departure Day/Date from PERT: _____

Number of Students _____

- | | |
|---|--|
| <input type="checkbox"/> Interest Inventories Completed | <input type="checkbox"/> Phone Calls Home |
| <input type="checkbox"/> Arrival Sunday Schedule | <input type="checkbox"/> Medical: Bring All Medications
for your stay at the Center in
original bottle with accurate
directions on the bottle |
| <input type="checkbox"/> Weekday Schedule | <input type="checkbox"/> Homework: make plans, if
needed |
| <input type="checkbox"/> What to Bring/not to Bring | <input type="checkbox"/> Bring a Pillow |
| <input type="checkbox"/> Standards of Conduct | <input type="checkbox"/> Pre-Arrival Booklet received? |
| <input type="checkbox"/> Informed Consent | <input type="checkbox"/> Selection of Room Mates |
| <input type="checkbox"/> Money | |
| <input type="checkbox"/> Use of Tobacco Products | |
| <input type="checkbox"/> Transportation | |
| <input type="checkbox"/> Inclement Weather | |

Arrival Day _____ at _____ from _____ with _____

Exit Day _____ at _____ from _____ with _____

Room Mates:

_____/_____/_____

_____/_____/_____

Questions/issues: _____

TO: PERT Student
FROM: Transition Resource Specialist/Field
RE: Schedule of Activities for Day of Arrival at WWRC

On the day you arrive, _____, you need to be at Woodrow Wilson Rehabilitation Center at 12 noon. If you arrive earlier, you may have to wait for PERT staff or you may be asked to return at 12 noon. The schedule of activities is as follows:

PERT Admissions Schedule

Welcome to Woodrow Wilson Rehabilitation Center!

Family members do not need to stay, but are welcome to go on a Parent Tour if they have not been to the Center before.

Admissions (In Admissions Building)

12:00 p.m. to 3:00 p.m.

- initial Interview with PERT Transition Resource Specialist/Field
- meet with the nurse if taking medications
- take picture for student ID
- review contact information

WWRC students, working as pages, will assist new students in taking personal belongings to the dorm room and return to Admissions for interviews, medication review (if needed), picture taking, and the Center Tour and Orientation at about 3 p.m. Dorm counselors will give students a key to their room and a key to their lock box or drawer.

A parent tour will be conducted, if requested, beginning in Admissions at a time to be determined by the participants.

Center Tour

Choices Presentation

Dinner (Meet outside Cafeteria at 4:30 p.m.)

Between 4:45 p.m. - 5:30 p.m.

Recreation / Dorm Orientation

Curfew (Students are to be in their room)

11:00 p.m.

Lights Out

12:00 p.m.

Weekday Schedule for PERT Participants

7:00 a.m. - 7:45 a.m.	Breakfast
8:00 a.m.	Vocational Evaluation
9:30 - 9:45 a.m.	Break
11:30 - 12:45 p.m.	Lunch
12:45 p.m.	Vocational Evaluation
2:00 - 2:15 p.m.	Break
3:15 p.m.	Group Discussions with Counselors
4:45 p.m.	Dinner
5:30 p.m.	Life Skills Classes
6:30 p.m.	Recreation Assessment/Activities/1 st Check-In
8:30 p.m.	Second Recreation Check-in
9:30 p.m. - 10:30 p.m.	Return to Dormitory
11:00 p.m.	Curfew
12:00 a.m.	Lights Out

Based on student behaviors, weekend (Friday/Saturday) curfew may be extended to 12:30 a.m. and lights out at 1:30 a.m.

Your son/daughter is scheduled to leave on _____. Please make arrangements to pick up your son/daughter **at or before 11:00 a.m.** If your son/daughter chooses to return home by Greyhound bus, please notify us of the arrangements. Feel free to call with any questions or requests (1-800-345-9972, Ext. 27123).

Directions to Woodrow Wilson Rehabilitation Center (WWRC)

From Northern VA: Take Route 66 West to Interstate 81 South (50 miles). Go West about 50 miles on Interstate 66 to Interstate 81, go South approximately 78 miles to Staunton Exit 222, go left on Route 250 East about 3 miles to the traffic light at the entrance to WWRC on the left. Turn left and follow the entrance road, bearing left, to the WWRC Admissions Building on your right (look for WWRC sign) where you will check in.

From Richmond VA: Go West about 110 miles on Interstate 64 past Charlottesville and Waynesboro to Route 608 which is Interstate 64 Exit 91 marked Woodrow Wilson Rehabilitation Center. Go about 3 miles to the second traffic light at Route 250 and turn left. Go about 3 miles again to the second traffic light and turn right into the entrance of WWRC. Follow the entrance road, bearing left, to the WWRC Admissions Building (look for WWRC sign) on your right where you will check in.

From Southwest VA: Go North on Interstate 81 to Exit 222 and turn left on Route 250, go about 3 miles to the traffic light at the entrance to WWRC on the left. Turn left and follow entrance road, bearing left, to the WWRC Admissions Building on your right (look for WWRC sign) where you will check in.

Suggested List of Clothing and Supplies for Students

We are glad that you are coming to the Woodrow Wilson Rehabilitation Center. To help you plan for your stay, we offer the following suggestions regarding clothing and other supplies you will need. What you bring with you will depend on the season of the year. Remember these are just suggestions; please don't stay away from the Center because you think you don't have proper clothes. If you have questions, your DRS field counselor will be glad to discuss them with you.

Please bring any special equipment such as **glasses, braces, crutches, walkers, magnifiers, hearing aid(s)** or any other assisting device. Also, please bring all your medicine with **copies** of the prescriptions. Your health is a chief concern while you are at the Center. It is **IMPORTANT** that you do your best during evaluation in order to know what job best fits your skills and interests.

Students who are on prescribed medicines are instructed to bring enough medication for the two weeks at the Center in the original prescription bottle on which accurate and current times and doses are clearly indicated. Only the doctor's written directions will be honored.

Things you will need while you are at the Center:

1. **School/work clothes:** bring clothes appropriate to a work place; the things you would wear to school or to a job, such as shirts, blue jeans, slacks, dresses, shoes, socks, and underwear. Don't forget a warm jacket or coat if the weather is cold.
2. **Dress-up clothes:** you may want to bring one outfit to wear to religious services, dances, or social events.
3. **Personal care items:** bring a razor, towels, wash clothes, toothbrush, toothpaste, shampoo, soap, towel, wash cloths and deodorant and any other self-care items that you will need.
4. **Spending money:** we suggest that you may want to bring enough money for the trip to the shopping mall, snacks, sodas, etc. The typical student brings about \$25 to \$35, but money is not necessary during the initial evaluation.
5. Bring an **alarm clock**, as you are responsible for getting up in the morning.

6. Please bring **sneakers** for recreation activities like basketball, volleyball, etc.
7. One-piece **swim suits** (no two piece suits) for young ladies.
8. In warm weather, shorts, sandals and tank tops are allowed **only during recreation time**.

Clothes that are NOT allowed in the work area are: shorts, hats, sandals and sweat pants.

The Center will provide your dorm room and three meals a day at no cost. We will furnish you with bed sheets and blankets and a pillow; however, you may wish to bring your own pillow.

You will be responsible for washing your own clothes. Bring your own laundry powder. There is no cost to use the laundry machines, which are located in each of the dorms. All clothing should be marked for easy identification.

WWRC and the PERT Program cannot be responsible if valuables are stolen. We suggest that you do not bring valuables such as rings, CD players, jewelry, etc.

Items NOT to bring are: beepers/pagers, cell phones, televisions and large stereo equipment.

Parents who want to send mail to their son or daughter while at the Center will want to use the following address:

Student's Name

PERT/WWRC

P.O. Box 1500

Box W-350

Fishersville, VA 22939-1500

Standards of Conduct

When you come to WWRC for PERT evaluation/transition services, you should know about our STANDARDS OF CONDUCT. WWRC and PERT want to provide a place where you can learn, live and work together so you can achieve your goals. Therefore, certain regulations are necessary to make your stay pleasant and safe. You are asked to read them and ask us any questions before you enroll.

During your first week, you will be scheduled for orientation activities when these expectations will be reviewed again. You'll be glad to know that we have certain social regulations. Each student is expected to:

- respect the rights of others and display appropriate male-female relationship conduct
- remain in designated, well-lighted areas
- work to ensure safety of others (respects their personal space)
- avoid horseplay
- **DO NOT** possess fireworks and/or weapons (guns and pistols including look a-likes, knives, box cutters, straight edge razors, ice picks, etc.)
- **DO NOT** intentionally damage State property
- refrain from swearing and expressions of vulgarity

Behaviors for Which You Will be Asked to Leave the Center

- setting fires
- setting off a false fire alarm
- having in your possession any type of knife, weapon and/or fireworks
- physically assaulting other students or staff
- stealing
- behaviors with potential to harm self or others
- being caught in the room of the opposite sex or any improper sexual activity
- use or possession of alcoholic beverages, illegal drugs, drug paraphernalia
- Consistently refusing to follow and abide by Center rules.

These STANDARDS OF CONDUCT are important for your successful stay at WWRC. Students who violate the Standards of Conduct may be written up using a Behavior Incident Report (BIR) Form. A BIR may result in the student being referred to the Serious Incident Review Panel.

1. Staff will complete a Behavior Incident Report (BIR).

2. Student will meet with the Serious Incident Review (SIR) Board also called SIR Panel, at the next scheduled meeting.
3. SIR Board or Panel will review the incident report, hear from the student and make a recommendation.

If WWRC's staff believes you have things not allowed at WWRC, (known as "contraband"), you and your personal things can be searched. You will have a PERT staff member, a dorm staff person or a night counselor with you as a support person any time a search is conducted. Searches require Administrative Staff approval and are performed by WWRC Security.

Examples of contraband are:

Firearms, dangerous weapons, alcohol, unauthorized prescription drugs, explosives, fireworks, handcuffs, restraining devices, knives, candles, incense, pornographic materials, two-way radios, scanners, and illegal drug.

Student Rights Policy at WWRC

To receive a reply when asking for services and if services are refused, to receive an explanation.

To a review of his/her rehabilitation program on a regular basis, with him/her present, as well as, upon a request.

To be told in an understandable way of students' responsibilities concerning rules and regulations of the Center. Regulations for visitors are posted in Admissions and Student Activities.

To be told his/her medical condition by a doctor unless the doctor writes in the medical record that he/she should not; to receive care and attention from his/her attending physician and/or Center medical staff; and to refuse treatment of medication to the extent permitted by law and to be told what will happen if such action is taken.

To accept or refuse opportunities for experimental research after being told the nature and understanding of the results of the experiment as shown in a signed statement.

To be free from bodily abuse and medical and physical restraints except in emergencies or as authorized by a physician for a limited period of time to protect the student or others.

To receive attention to complaints or grievances spoken or written to staff or supervisors, or if not satisfied, to go to Administration, without fear of the result.

To considerate and respectful care, to dignity, and to being treated as an individual.

To notification of family if the student's medical condition changes significantly.

To confidential treatment of all communications and records except when the law or regulations require otherwise.

To request a change of assigned professional staff when more than one is available for the same service, if significant problems arise.

To privacy where appropriate and within the bounds of the Center regulations (personal care, treatments and examinations, counseling, visiting, mail, personal belongings, and telephone calls).

To have social, religious, and community inter-relationships of his/her choice within the bounds of the planned program and Center regulations or to refrain from the same.

To be told about services available. Charges shall be itemized and those not included in the daily rate identified by Admissions department staff. The student has a right to examine and receive an explanation of his bill regardless of the source of payment. The student shall be informed in advance of any changes in the services available or costs billed. (The above applies to either the student or responsible party or sponsoring agent.) It is the student's responsibility to inform the Center counselor of known benefits available from other programs and resources.

To be told when it is necessary to be discharged or transferred within the facility or outside, and to appeal discharge.

To request informal administrative reviews, made through the Vocational Rehabilitation Services Division Administration Office. A Fair Hearing may be requested through a student's Transition Resource Specialist/On-Site (case manager) or a Client Rights Advocate if the program has been terminated or modified. A student/parent/guardian may also contact the Client Rights Advocate with the Department for Rights of Virginians with Disabilities at the Woodrow Wilson Rehabilitation Center, Fishersville, VA 22939, (TDD or VOICE) 540-332-7130. The toll free number for the Department of Rights of Virginians with Disabilities is 1-800-552-3962.

Name: _____ WWRC# _____

Woodrow Wilson Rehabilitation Center
Vocational Evaluation
Interest Checklist

Vocational Evaluation at WWRC provides an opportunity for you to learn more about your individual skills, abilities, and interests while exploring the requirements and nature of different jobs in the world or work.

This list identifies the various work sample families available for exploration in WWRC's Vocational Evaluation Program. Please identify your job interests to provide a starting place for you and your Counselor to begin the vocational exploration and selection process.

Business/Information

_____ **Customer Service/Retail**



Cashier
Hotel Motel Desk Clerk
Sales Clerk
Telephone Order Clerk
Ticket Agent

_____ **Information Systems**



Data Entry Clerk
Computer Operator
Word Processor

_____ **Materials Management**



Stock Clerk
Stock Checker
Shipping/Receiving Clerk
Warehouse Worker
Parts Order/Stock Clerk

_____ **Office Services/Admin.**



Receptionist
Information Clerk
Medical Record Tech.
Mail Clerk
Accounting Clerk

Humanities

_____ **Nursing**



Nurses Aide/Orderly
Nurses Aide, Psychiatric
Home Health Aide
Licensed Practical Nurse

_____ **Support**



Lab Handler/Cleaner
Central Supply Worker
Messenger
Patient Transport

_____ **Child**



Day Worker
Nursery School Attendant
Teachers Aide II
Teacher's Assistant

_____ **Therapy**



Occupational Therapy Aide
Physical Therapy Aide
Occupational Therapy Assistant
Physical Therapy Assistant

Name: _____ WWRC# _____

Construction/Building



_____ **Carpentry**

Construction Laborer
Carpet Layer Helper
Roofer Helper
Carpenter's Assistant



_____ **Electrician**

Electrician Helper
Utility Electrician Helper
Cable Puller
Electrician



_____ **Maintenance**

Painter Helper
Brush Painter
Municipal Worker, Maint.
Building Maint. Repairer



_____ **Plumbing**

Plumber's Helper
Plumber Assembler/Install.
Plumber



_____ **Masonry**

Bricklayer's Helper
Cinder Block Helper
Cinder Block Mason
Bricklayer



_____ **Woodworking**

Shophand
Furniture Assembler
Furniture Finishing
Cabinetmaker
Upholster

Services



_____ **Food Service**

Dishwasher
Kitchen Helper
Cafeteria Attendant
Cook's Helper
Baker's Helper



_____ **Cleaning**

Commercial Cleaner
Laundry Laborer
Hotel/Motel Cleaner



_____ **Cosmetology**

Manicuring
Cosmetology
Barbering



_____ **Plants**

Greenhouse Laborer
Florist Helper
Florist Arranger



_____ **Groundskeeping**

Landscape Laborer
Lawn service Worker
Groundskeeper

Name: _____ WWRC# _____

Industrial/Mechanical



Benchwork/Production

Production Worker
Electronics Assembler
Mechanical Assembler
Electronics Inspector
Appliance Repairer



Automotive

Auto Servicer
Auto Detailer
Auto Body Repairer
Auto Mechanic



Mechanical

Small Engine Mechanic
Chain Saw Mechanic
Fabricator (Sheet Metal)
Heating & Air Conditioning Mech.



Welding

Welder Helper
Arc Welder
Gas Welder
Combination Welder

Technical



Information Tech.

User Support/Help Desk Analyst
Micro-Comp. Support Specialist
Computer Programmer



Drafting

Mechanical
Architectural
Landscape



Electronics Tech.

Electronics Tester
Electronics Technician
Computer Repair/Mechanic



Graphics Design

Printer Helper
Sign Painter Helper
Graphic Arts Tech.
Desk-Top Publisher

Note: Informational interviews are also available, upon request, for you to learn more about specific jobs that cannot be replicated in a work sample. The following are examples of informational interviews available in the Vocational Evaluation Program:

Ambulance Driver
Medical Lab. Tech.
Radiology Tech.
Tractor-Trailer Driver

Veterinary Tech.
Police Officer
Security Guard
Truck Driver

Heavy Equipment Operator
Dog Groomer/Bather
Kennel Attendant

REPORT INTERPRETATION

Vocational Evaluation

Vocational Evaluation uses diagnostic tools to identify and measure strengths and weaknesses as they relate to specific occupational areas. These areas may include work skills, physical dexterity, aptitude, rates of performance, vocational interests, work behaviors, attitude or physical capabilities. The assessment is performed based on the needs of individual students and is geared to realistic vocational education options available within the student's school and community.

Work samples and situational assessment techniques utilized in vocational evaluation include as much vocational assessment as possible. This "hands on" experience provides a vocational exploration component in the career planning process. The vocational assessment may include:

- an orientation to vocational evaluation
- work sample testing and/or situational assessments
- functional assessments (i.e., JEVS, VALPAR, etc.)
- career exploration (VA VIEW, etc.)
- Primary Discovery Lab
- vocational evaluation work samples
- vision, hearing and physical capacity screening
- testing of visual-perceptual skills, academics, intelligence, and adaptive skills
- vocational and career counseling

Results of the evaluation services are detailed in the Vocational Evaluation Report.

Evaluator's Role in Assessment

To ensure an appropriate and meaningful assessment, the evaluator must be sensitive to the needs of each student. This may be achieved by making reasonable accommodations as directed by the individual's particular disability or special needs. It is the evaluator's responsibility to identify realistic areas that match the student's assets. The evaluator is responsible to document all performance and behavior data on each student.

Recommendations from the vocational evaluation activities are generated from the evaluation staff and are based on work samples, interest and aptitude tests and behavior and performance observations. Some of the work and social skills behaviors assessed include: punctuality, attendance, personal appearance, initiative, amount of supervision required, steadiness, consistency, on-task behaviors, request for assistance, response to criticism, staff relations, work method, organization of tools and

materials, work tolerance, problem solving skills, communication skills, social skills, peer relations, odd/inappropriate behaviors, safety practices, energy, stamina, judgment skills and work speed.

Some of the performance observations assessed include: manipulation of tools and materials, interest, work quality, student's understanding of tasks, independence, test results, demonstrated aptitudes and physical capacities. Vocational recommendations are based on assessment results, as well as input from various supportive services (i.e., Psychological Services, Occupational Therapy, Physical Therapy, Medical Services, etc.). Possible recommendations (see Table 2) include the following outcomes:

Table 2

<u>Recommendations</u>	<u>Criteria</u>
1. Vocational Training	Client demonstrates ability or potential to learn job being evaluated. Training may be obtained in a variety of training programs.
2. Job Placement	Client demonstrates the ability to function at a job with following short-term training from the employer. This could involve on-the-job training or immediate placement contingent upon the amount of instruction required.
2S. Job Placement (Supported)	Client demonstrates the need for initial one-on-one supervision and/or structured supports (i.e. Job Coach, Enclave, etc.) with the ultimate goal of independent competitive employment.
3. Pre-Vocational Training	Noted specific behaviors are expected to interfere with vocational training or employment. All or specific parts of the pre-vocational training programs may be recommended to address specific work behavior deficits.
4. Sheltered Employment	Client does not demonstrate potential for competitive employment, but certain skills are evident commensurate with placement in a work setting such as a Sheltered Workshop.
5. Academic Enrichment	Client demonstrates the need for academic improvement (i.e. – Reading or Math) related to a potential job. May run concurrent with vocational training, or more extensive remediation may need to occur prior to further evaluation or vocational training, depending upon the student's needs.
6. Other Services	Ancillary services may include medical, psychological, counseling, occupational therapy, physical therapy, recreation therapy, communication services, rehabilitation engineering or independent living skills training.

- | | |
|--------------------|--|
| 7. Re-Evaluation | Re-evaluation is recommended when the interfering or variable condition identified is improved. |
| 8. Not Recommended | Client does not currently demonstrate potential for a specific area as a result of behavior or performance deficits. |
| 9. Trial Training | Longer-term assessments to more effectively determine client potential. Specific concerns requiring further assessment to be determined by the Evaluator. |

Life Skills Assessment

The Adult Life Skills Program is conducted in a series of 5 classes that are approximately forty-five minutes long. Activities are discussion-based and criterion-referenced, and focus on skills essential for success in social and employment settings. Minimal reading and writing skills are required. Classes are small and structured so that all students can participate. Instructional accommodations are provided on an individual and/or group basis, as needed. The objective of the PERT Life Skills assessment is to evaluate a student's knowledge and abilities in areas that are considered to be important for postsecondary success. The areas evaluated are:

- self-introduction skills
- job application completion
- job interview skills
- understanding on-the-job training
- planning for independent living
- verbal communication
- work schedules
- understanding workplace dynamics/interactions
- student participation

Each of the above competency areas contain behavior components, which are assessed by special education teachers. It takes the form of direct observation, student participation, and pencil/paper testing techniques.

The competency areas evaluated in life skills and their behavioral components are listed on the PERT Life Skills Assessment checklist below.

LIFE SKILLS ASSESSMENT

Student Name: _____ Dates of Evaluation: _____
 WWRC #: _____ Instructor: _____
 LEA: _____ TRS: _____
 Number of Sessions Attended: _____ Number of Sessions Late: _____

T A S K	Yes	No	W/ Assist
COMMUNICATION			
USES APPROPRIATE VERBAL SKILLS			
• Introduced Self to Group			
• Introduced Peer to Group			
• Peers/Co-Workers			
• Supervisors/Customers			
USES APPROPRIATE NONVERBAL SKILLS			
• Eye Contact			
• Facial Expression			
• Posture			
• Hand Shake			
• Personal Space			
SAFETY AWARENESS			
• Displays Kitchen Safety Awareness			
• Recognizes Kitchen Safety Rules			
• Follows Medication Labels			
• Demonstrates Medication Safety Awareness			
• Reads Safety Signs			
• Reads Traffic Signs			
• Follows Safety Rules			
PROBLEM SOLVING			
• States Problem			
• Generates Possible Solutions			
• Evaluates and Chooses Best Solution			
• Defines Steps of Problem Solving Process			
• Applies Problem Solving Model			
SELF AWARENESS			
• Identifies Skills and Abilities			
• Displays Self Awareness			
MONEY MANAGEMENT			
• Reads Time Card			
• Figures Gross Pay (part-time)			

T A S K	Yes	No	W/ Assist
• Writes Checks			
• Maintains Checking Balance			
• Figures Weekly and Monthly Income			
• Calculates Monthly Expenses			
MEASUREMENT FOR COOKING			
• Interprets Recipes			
• Measures Liquid / Dry Ingredients			
• Converts Liquid / Dry Measures			
COMMUNITY RESOURCES			
TRANSPORTATION			
• Interprets Bus Schedule			
• Demonstrates Awareness of Transportation Options			
LOCATING INFORMATION			
• Uses Index to Locate Information			
• Uses Phone Directory to Locate Information			
• Uses Disability Services Directory to Locate Numbers			
• Identifies Services Provided by Government Agencies			
• Recognizes Abbreviations Used in Ads			
• Uses Classified Ads to Locate Housing			
• Uses Classified Ads to Purchase Services			
• Uses Classified Ads to Purchase Goods			
• Uses Classified Ads to Select Best Buy			
JOB SEEKING SKILLS			
• Uses Classified Ads to Locate Jobs			
• Identifies Other Potential Job Sources			
• States Personal Information			
• States Educational History			
• States Work History			
• Demonstrates Ability to Prepare for Interview			
• Demonstrates Appropriate Interview Behavior			
• Communicates Effectively During Job Interview			
• Answers Interview Questions Satisfactorily			
JOB KEEPING SKILLS			
• Relates well with Supervisors and Co-Workers			
• Displays Positive Attitude			
• Demonstrates Confidence in Performance			
• Interprets Work Schedule			

A final Life Skills Assessment Report includes a narrative page and the previous checklist which summarizes the student's demonstrated strengths and weaknesses. Strategies are identified for areas that need additional instruction.

FINAL EVENING REPORT

The Final Evening Report incorporates two assessments:

- recreation and social skills
- dormitory/residential and social skills

The recreation and social skills assessment is conducted in a structured residential environment designed to allow students to explore a variety of recreational options. Activities are provided in a non-competitive atmosphere where participation is encouraged. PERT recreation staff assesses the student's leisure skills, interests, and social behavior. The evening environment includes exposure to other Center students of all ages with a variety of disabilities.

The objectives of the assessment are: demonstrate punctuality for all required activities and meetings; demonstrate effective communication skills; demonstrate appropriate peer and staff relations; participate in structured and independent recreation activities; manages free time within the behavior expectations for conduct and demonstrates personal responsibility and self-management.

The dormitory/residential and social skills assessment is conducted within the dormitory setting on Center grounds. In the dormitory, the living area is made up of bedrooms opening to a shared hallway and bathroom. The student is responsible for keeping his or her living space and hallway clean and orderly. Room inspections are held every three days of the student's program. Each student is provided assistance and instruction, as necessary, to learn or expand upon these basic living skills. Additional instruction is available to address laundry and personal care needs.

The objectives planned for this assessment are: maintain appropriate personal hygiene and grooming; demonstrate appropriate communication skills; demonstrate and establish appropriate peer and staff relations; demonstrate appropriate dormitory living; and demonstrate skills needed for self-management and personal responsibility.

The competency areas evaluated in these reports identify specific skills that may be used in the IEP for further improvement. The following checklist accompanies each of these reports:

RESIDENTIAL SKILLS AND BEHAVIOR ASSESSMENT

TASK	#1	#2
PERSONAL HYGIENE AND GROOMING		
• Showers every day		
• Uses deodorant		
• Keeps body free from odor		
• Keeps clean clothing		
• Keeps hair clean and combed		
• Keeps fingernails clean		
• Brushes teeth / keeps breath fresh		
• Has personal care supplies		
• Initiates personal hygiene		
DORMITORY LIVING		
LAUNDRY		
• Has laundry supplies		
• Sorts laundry according to color and fabric		
• Selects water temperature on washer		
• Measures detergent		
• Operates washer (temperature)		
• Operates dryer (time)		
• Allows clothes to fully dry		
• Folds clothes neatly		
• Self initiates laundry with minimum level of assistance		
ROOM INSPECTION RESULTS		
• Makes bed		
• Cleans sink and mirror		
• Empties trash can		
• Puts clothes away		
• Keeps floor swept		
• Keeps table clean and organized		
FOLLOWS RULES		
• Observes off-limits areas		
• Respects quiet time		
• Plays music at appropriate volume		
• Walks (not runs) on walkways		
• Is quiet, respectful of others in cafeteria		
• Refrains from using profanity		
• Refrains from horseplay		
• Respects personal space of others		

TASK	#1	#2
• Displays affection appropriately		
• Respects property of others		
• Observes safety practices		
PUNCTUALITY		
• Arrives on time without prompting		
• Arrives at activities on time		
• Returns promptly to activity after necessary exit (restroom, etc.)		
COMMUNICATION SKILLS		
DEMONSTRATES APPROPRIATE NON VERBAL SKILLS		
• Uses facial expressions appropriate to situation		
• Maintains good posture		
• Maintains eye contact		
DEMONSTRATES APPROPRIATE VERBAL SKILLS		
• Uses appropriate voice volume and tone		
• Makes requests appropriately		
• Refrains from interrupting		
LISTENS EFFECTIVELY		
• Makes acknowledgement other person is heard		
• Focuses on conversation		
RECREATION SKILLS		
PARTICIPATION		
• Utilizes staff guidance		
• Initiates participation without prompting		
GROUP ACTIVITIES		
• Participates in large group activities (examples)		
• Participates in small group activities (examples)		
• Participates in individual activities (examples)		
• Tries new activities		
SPORTSMANSHIP		
• Demonstrates good sportsmanship		
PEER RELATIONS		
PEER INTERACTIONS		
• Prefers to be alone		
• Interacts with company of peers from own community		
• Interacts with company of peers from other communities		
• Interacts with company of Center students		

TASK	#1	#2
RESPECTS OTHERS DIFFERENCES		
• Refrains from teasing slurs, comments, and negative facial expressions		
• Includes others in group discussions, conversations, and / or activities		
RESPECTS BELONGINGS OF OTHERS		
• Asks before using another person's belongings		
• Returns belongings without prompting		
DEALS WITH PEER BEHAVIOR		
• Ignores minor inappropriate behavior		
• Reports serious inappropriate behavior to authority figures		
• Removes self from company of peers exhibiting negative behaviors		
• Removes self from conflict situations		
GETS ALONG WITH OTHERS		
• Does not verbally escalate		
• Interacts cooperatively with others		
STAFF RELATIONS		
ACCEPTS CONSEQUENCES FOR BEHAVIORS		
• Refrains from arguing		
• Follows through with consequences		
• Respectful attitude toward authority		
FOLLOWS DIRECTIONS		
• Refrains from whining, pouting, or getting angry		
• Does task as instructed		
• Asks for clarification		
PERSONAL RESPONSIBILITY		
ADVOCACY		
• Makes requests as needed		
• Speaks up / defends self and others		
• Negotiates		
PROBLEM SOLVES		
• Defines or states problems in specific terms		
• Identifies solutions		
• Follows through without guidance		
SELF-ESTEEM		
• Accepts compliments		
• Demonstrates confidence		

TASK	#1	#2
SELF-MANAGEMENT		
• Adjusts to change		
• Picks up medicine on time		
• Regulates behavior / self-control		
• Self-motivated		
• Takes responsibility for choices		
• Manages money		
MONEY MANAGEMENT		
• Budgets money		
• Anticipates future expenses		
• Complains about money		

Ancillary Services

The PERT team may request additional assessments that appear to be needed by the student at the time that the student is selected. The need for additional evaluation should be related to the needs stated within the IEP and should be documented in the Student Referral form. The WWRC application is used to authorize additional assessment services. Appointments will be scheduled when the completed application is received by WWRC. Any additional assessment recommended by the PERT TRS/OS after the student has arrived at WWRC requires verbal authorization from the DRS counselor. All requested additional assessments are completed as time permits.

Results of all additional services are detailed in reports submitted by the department completing the evaluation and are included in the set of reports sent to the school, DRS, and the family. Ancillary evaluations available to students are:

Communication Services: Audiology

Description: Students may be provided evaluation to identify audiological or auditory processing deficits and may be provided with a remedial program for using residual hearing. Assessment may include capacities for air and bone conduction as well as speech discrimination, auditory processing capabilities, or auditory evoked potentials.

Communication Services: Language-Speech Pathology

Description: Evaluation services include oro-pharyngeal examination, otoscopic examination, hearing screening, and assessment of articulation proficiency, language function (development, aphasia), vocal production, fluency patterning and auditory perception. The needs and abilities of non-verbal students can be evaluated to include swallowing, eating, and augmentative communication systems. An augmentative communication evaluation assesses the appropriateness of the student for an augmented speech device. Services may include the development of remediation programs to enhance communication.

Deaf and Hard of Hearing Services Unit

Description: A coordinated array of services available through the Deaf and Hard of Hearing Services Unit is aimed at facilitating adjustment and rehabilitation of hearing impaired/deaf students. Services may include vocational assessment, guidance and counseling, interpreter services, independent living and leisure skills assessment. A total communication approach is utilized by staff in the Deaf and Hard of Hearing Services Unit to facilitate communication with students.

Dietary

Description: Consultation with a dietitian is available regarding nutritional education and dietary guidelines for the Center or home environments. Areas of instruction may include weight control, good eating habits, salt reduction, and special diet requirements.

Brain Injury Services

Description: A preliminary consultation/evaluation can be provided for PERT students by the Brain Injury Services Program. Full service participation in this program may include: medical and neurological evaluation, neuropsychological assessment, analysis of behavior, psycho-social evaluation, occupational, physical, and recreation therapy; speech pathology-hearing-auditory processing evaluations; and vocational assessment. Recommendations for an appropriate remedial program may be provided. Consultation is limited to students who have sustained a traumatic brain injury.

Computer Accommodations Lab (CAL)

The Computer Accommodation Lab (CAL) evaluation assists persons with disabilities to access computers for educational, vocational, and other activities of daily living needs while maximizing efficiency and productivity. The evaluation goals may include how the client will access the computer, what software and hardware options are appropriate, work station evaluation, and school/office related tasks (e.g. page turning, faxing, copying, etc.).

The interdisciplinary team identifies safe and effective adaptive technologies and software for full computer accessibility.

Independent Living Skills Training Program

Independent Living Skills Training Program (ILSTP) evaluation is a hands-on assessment of an individual's current level of independence and potential for achieving a higher level of functioning. The person's ability to benefit from further ILSTP services is determined through a variety of activities including interviews, role-playing, hands-on demonstrations and paper-pencil exercises. Recommendations for further ILSTP services, other services in the community or elsewhere will be provided in a written report. The extended evaluation generally requires a two-day time period to complete.

Occupational Therapy

Description: Assessments in the Occupational Therapy Department focus on functional activities of daily living. Evaluation of self-care, transfers, independent and community living skills as well as adaptive equipment can be emphasized. Assessment may include sensory status, muscle strength/tone, fine motor skills, splints, visual/visual perceptual abilities, and cognitive processing skills. The feasibility of the student's ability to drive can also be evaluated.

Occupational Therapy Driving Evaluation

Because transportation can be a barrier to employment, it may be necessary to determine the feasibility of a student learning to drive a personal vehicle. This assessment is done through the Occupational Therapy Department. A driving rehabilitation specialists will evaluate the ability and potential to drive. The first part of the evaluation is done in the OT department and includes:

- visual, perceptual and cognitive screening
- physical skills evaluation
- reaction time testing in an electronic car simulator

If a student has potential to drive, the next step is to introduce the student to driving on the quiet roads around our campus facility using a marked "Driver's Education" car.

Physical Therapy

Description: Physical Therapy Evaluation can assess the student's strength, balance, coordination and stamina in determining his/her functional work capacity. Evaluation may include wheelchair and seating, orthotics and prosthetics, as well as physical assessments. Specialized assessment can determine the vocational/educational implications of the student's current equipment (wheelchair, orthotics, etc.). Specialized assessments may require specific admission dates. Exercise regimens may be developed to improve the student's strength and/or coordination.

Pre-Vocational Training Evaluation

Description: Pre-Vocational Training Evaluation services are designed to assess the student's work awareness, work behaviors, and willingness to work. An assessment of training and vocational potential can be determined from an analysis of the student's response to differential reinforcement. The evaluation is done in a structured work environment. PVT evaluations are scheduled by the TRS/OS and are considered a part of the vocational evaluation component.

Psychological Services

Description: Psychological evaluation and counseling services are available to assess the student's present level of performance and identify strategies to enhance adjustment to the Center, school and community settings. Services may include psychological assessment (i.e., intellectual, personality, interest, and academic), consultation, and counseling.

Rehabilitation Engineering

Description: Rehabilitation engineering is problem-solving through practical application of modern technology for persons with physical disabilities to assist them to overcome barriers and maximize their vocational and independent living skills. Rehabilitation engineering includes manufacturing adaptive equipment and accommodating commercial health aids. Assessment may identify and overcome architectural barriers at work and home, and recommend/specify appropriate modifications.

Coordination and Delivery of Services: The Report Implementation Process

The coordination and delivery of services to students in the home community is an important aspect of the PERT transition process. It is critical that identified student needs, abilities and interests are acted upon in a consistent manner, maximizing use of resources and minimizing the duplication of services. To this end, the PERT process includes IEP and IPE planning, technical assistance, in-service training for school systems, community resources identification, and yearly monitoring of student progress.

Summary Completion Reports are sent to the PERT team leader for distribution to school personnel, to the DRS team member and to the student/family. After the reports are received, the PERT team and invited school personnel meet with the student and family to discuss the results of the PERT Initial Evaluation. The information from the comprehensive evaluation is used to develop vocational goals and objectives for the student's IEP and IPE. The PERT team helps to identify services available to meet the student's transition needs. This may include, but is not limited to, an appropriate vocational class, supportive academics and a job experience opportunity to try out the vocational objective. It is important that the PERT team act as consultant and resource to the student and family to identify the resources that are available and needed within the vocational education program, special education program, the home and the community for a student to successfully complete the transition from school to work.

The PERT team provides recommendations and assistance with

1. planning and/or modifying the Individualized Education Plan (IEP);
2. developing the Individualized Plan for Employment (IPE);
3. maximizing the use of available resources by coordinating the delivery of a continuum of services for the student. The PERT team's recommendations of vocational objectives for the IEP and IPE should be consistent. In addition, the recommended vocational components of the IEP/IPE overlap in several areas. They are reviewed annually in the monitoring process to reflect the student's development and the student's transitional objectives.

WOODROW WILSON REHABILITATION CENTER
Fishersville, Virginia 22939-1500

Report Implementation

Name:	Social Security #	WWRC #
Initial Evaluation Date:	Meeting Date:	LSD / School:
Sit. Assessment Date:	Attendees:	
Vocational Goal - Current:		
Initial Interview:	Current DRS Status:	Grade:
Exit Interview:	Planned Graduation Date:	Type Diploma:
Student Comments Regarding PERT:		
Discussion Summary:		

Current Vocational Experience	Planned Vocational Experience:
Classes:	
Supports Report? Yes No N/A	Supports Report? Yes No
Work Experience:	Planned Work Experience:
Supports Report? Yes No N/A	Supports Report? Yes No
	Needed Support Services/Agencies:
	Persons Responsible:

Current Educational Experience	Planned Educational Experience:
Classes:	
Community:	Needed Support Services/Agencies:
	Persons Responsible:
Supports Report? Yes No N/A	Supports Report? Yes No

Current Social Experience	Planned Social Experience:
School Activities:	
Community Activities:	Needed Support Services/Agencies:
	Persons Responsible:
Supports Report? Yes No N/A	Supports Report? Yes No

Current Independent Living	Planned Independent Living:
Independent / Semi-independent / Family	Independent / Semi-independent / Family
School Activities:	Planned Activities for Independent Living:
Home Activities:	Needed Support Services/Agencies:
	Persons Responsible:
Money Management:	Money Management:
Independent / Semi-independent / Dependent	Independent / Semi-independent / Dependent
Driving Permit: Yes No In-progress N/A	Driving Permit Yes No In-Progress N/A
Supports Report? Yes No N/A	Supports Report? Yes No

PERT Situational Assessment Recommended: Yes No	When:	Area:
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STUDENT MONITORING PROCESS

Student Monitoring Process

The student monitoring process is an annual review that begins the year following the initial evaluation. It is an annual progress review that takes place mid-year while the student is in school. This process is designed to address issues concerning the continuum of services developed from the initial evaluation report information. This review ensures that the plan developed from the report implementation creates a continuum services appropriate for students and addresses any changes, as needed.

The monitoring process is a follow-up to the report implementation activity in which the student and parents, supported by the PERT team, determine appropriate transition services that bridge the gap between school and postsecondary training and/or job placement. The Monitoring process is designed to capture current and planned activities in four areas: vocational training, education, social experiences and independent living.

During the first monitoring review, typically during the 11th grade, the PERT team also determines the appropriateness of returning to WWRC for a situational assessment. During the second monitoring review, typically during the 12th grade, postsecondary services are planned and linkages to those agencies/services are confirmed for DRS follow-up.

In addition to the benefits to students, the monitoring process provides valuable information to the PERT Program staff for program evaluation and enhancement. The use of data from the monitoring process is used by the PERT Program staff for ongoing critique and improvement of the PERT process. This continual process ensures that students receive the best possible services in the transition from school to work and living independently.

Monitoring objectives can facilitate the following:

- recommendations are incorporated into student IEPs
- needed support services are provided
- additional evaluations are provided, if appropriate, due to students specialized needs and IEP recommendations
- student interest remains within planned vocational classes
- opportunities are offered for increased vocational awareness
- parental support of transition goals remain strong
- referrals are completed to adult service agencies when appropriate

If additional evaluation information is needed (as indicated within the student's IEP), a situational assessment can be requested at WWRC through PERT.

The Monitoring Form is completed by the TRS/F at one of the PERT team meetings. Information required on the form should be available at the meeting such as class schedule, grades, work experience observations, progress toward securing a driver's permit and other relevant information pertinent to transition planning. In some cases, the PERT team may consider interviewing a student or students, if multiple or complex issues are being considered.

WOODROW WILSON REHABILITATION CENTER

Fishersville, Virginia 22939-1500

Monitoring

Name:	Social Security #	WWRC #
Initial Evaluation Date:	Meeting Date:	LSD / School:
Sit. Assessment Date:	Attendees:	
Vocational Goal - Current:		
Initial Interview:	Current DRS Status:	Grade:
Exit Interview:	Planned Graduation Date:	Type Diploma:
Student Comments Regarding PERT:		

Discussion Summary:

Current Vocational Experience	Planned Vocational Experience:
Classes:	
Supports Report? Yes No N/A	Supports Report? Yes No
Work Experience:	Planned Work Experience:
Supports Report? Yes No N/A	Supports Report? Yes No
	Needed Support Services/Agencies:
	Persons Responsible:

Current Educational Experience	Planned Educational Experience:
Classes:	
Community:	Needed Support Services/Agencies:
	Persons Responsible:
Supports Report? Yes No N/A	Supports Report? Yes No

Current Social Experience	Planned Social Experience:
School Activities:	
Community Activities:	Needed Support Services/Agencies:
	Persons Responsible:
Supports Report? Yes No N/A	Supports Report? Yes No

Current Independent Living	Planned Independent Living:
Independent / Semi-independent / Family	Independent / Semi-independent / Family
School Activities:	Planned Activities for Independent Living:
Home Activities:	Needed Support Services/Agencies:
	Persons Responsible:
Money Management:	Money Management:
Independent / Semi-independent / Dependent	Independent / Semi-independent / Dependent
Driving Permit: Yes No In-progress N/A	Driving Permit Yes No In-Progress N/A
Supports Report? Yes No N/A	Supports Report? Yes No

PERT Situational Assessment Recommended: Yes No	When:	Area:
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The Postsecondary Stage

PERT was developed as a process to assist students in transitioning from high school to employment. Successful postsecondary options vary dependent on student interest, abilities and skill level. For example, a situational assessment student who has completed secondary education may elect to receive postsecondary services at WWRC. This need is typically identified in the monitoring process conducted during the senior year in high school.

The Summary Completion Report includes a transfer interview instead of an exit interview. Reports are not sent to the school PERT team members if the student has completed secondary education.

Expectations of Training and Education

Through the training and education experiences provided by PERT, the student gains insight into:

- vocational competence for employment in a specific occupational area
- job application and search procedures
- job attainment
- job retention and advancement
- independent living
- career planning
- employee rights
- life long learning and growth (i.e., how to target individual skills and behaviors in oneself, and how to institute change)

Postsecondary Options

Students entering the postsecondary stage of the PERT process have the following options depending on individual needs and team recommendations:

- additional pre-vocational services such as work adjustment, guidance, and counseling
- postsecondary vocational training at WWRC which involves the placement of a student with a local employer during the last 4-6 weeks of the vocational training course
- on-the-job training planned by the PERT team and student under the direction of the DRS counselor
- supportive work training planned by the PERT team and student through the DRS counselor by means of a referral to an appropriate program providing

intensive job training and maintenance services for more severely impaired students

- continuing education
- higher education at technical institutes, junior colleges, community colleges, colleges or universities
- job placement and job maintenance services are available as a part of the rehabilitation process, providing placement into an appropriate job by the DRS counselor, on-going follow-up of student needs on the job site, and monitoring the appropriateness of student performance
- financial eligibility for assistance through DRS is determined at the appropriate time by the DRS field counselor serving the student's locality. Financial participation may be shared by the students, parents and/or sponsoring parties as determined by family income.

Student Follow-up

Student follow-up determines the extent to which secondary and postsecondary vocational programs and services have adequately prepared the student for work. Student follow-up activities assist the PERT staff in determining the effectiveness of the PERT transition process and identify adjustments which are needed to provide more relevant services to program participants.

The DRS counselor is responsible for follow-up contact with students, parents and employers to determine if additional services are needed. Follow-up is conducted using the procedures outlined below:

"When the client has entered employment, the case is placed in Status 22. The client must be in employment for a minimum of ninety (90) days prior to the closure of the student to Status 26 - Rehabilitated. The purpose of this requirement is to ensure the adequacy of employment in accordance with job demands and the needs and/or limitations of the client."

**Woodrow Wilson Rehabilitation Center
PERT Program**

ADDITIONAL INFORMATION QUESTIONNAIRE

Client's Name: _____ **Date of Birth:** _____

Address: _____

Phone: _____

Client's (if 18 years of age or older) /Parent's/Guardian's statement of limitations:

Reason for evaluation—remarks and specific requests of physician: (client's name) _____

is scheduled to receive a comprehensive vocational evaluation at Woodrow Wilson Rehabilitation Center to begin on _____. The duration of the evaluation is ten (10) days and nights, and it is done within a residential setting. **A student's schedule is on the back of this form for you to review.** Because there are limited medical resources at the Center, we require this form be completed and returned to WWRC/PERT Program before _____ may be admitted into this program. A statement is also required regarding this student's general health and physical limitations and restrictions.

Functional/Environmental Limitations: (Please check all that apply)

<u>Walking</u>	<input type="checkbox"/> Unlimited	<input type="checkbox"/> 1-2 miles	<input type="checkbox"/> ½ -1 mile	<input type="checkbox"/> 1-2 blocks	<input type="checkbox"/> 100 ft. or less
<u>Stairs</u>	<input type="checkbox"/> Unlimited	<input type="checkbox"/> 4 flights	<input type="checkbox"/> 2 flights	<input type="checkbox"/> 1-2 flights	<input type="checkbox"/> None
<u>Lifting</u>	<input type="checkbox"/> 60-100 lbs.	<input type="checkbox"/> 40-60 lbs.	<input type="checkbox"/> 25-40 lbs.	<input type="checkbox"/> 10-25 lbs.	<input type="checkbox"/> 10 lbs. or less
<u>Standing</u>	<input type="checkbox"/> Unlimited	<input type="checkbox"/> 75% of time	<input type="checkbox"/> 50-75%	<input type="checkbox"/> 25-50%	<input type="checkbox"/> 10% or less
<u>Stooping, bending, twisting</u>	<input type="checkbox"/> Unlimited	<input type="checkbox"/> Restricted	<input type="checkbox"/> Avoid		
<u>Temperature extremes</u>	<input type="checkbox"/> Unlimited	<input type="checkbox"/> Restricted	<input type="checkbox"/> Avoid		
<u>Vigorous Recreation Activities</u> (bowling, swimming, skating, basketball, etc.)	<input type="checkbox"/> Unlimited	<input type="checkbox"/> Restricted	<input type="checkbox"/> Avoid		

Other Limitations: _____

Comments and recommendations: _____

Physician name _____ **Specialty** _____

Signature _____ **Date:** _____

WOODROW WILSON REHABILITATION CENTER / PERT
AUTHORIZATION FOR REQUESTS AND FOR RELEASE OF INFORMATION

RE: Student Name _____
(First) (Middle) (Last)

Social Security Number: _____ Date of Birth: _____

Information may be requested from and released to:

- (1) DRS Field Counselor: _____
- (2) Others: _____
- (a) _____
Address: _____
- (b) _____
Address: _____
- (c) PERT Staff (TRS/F, TRS/OS, etc)

Address: PERT Program, WWRC, W-350, P O Box 1500, Fishersville, Virginia 22939-1500

Purpose of need for the information: Coordination of services - PERT transition from school to postsecondary options

The permission to request or release information to the above may be revoked by the student/parents/guardians at any time prior to the actual request for or release of information. The student/parents/guardians may specify a date or condition upon which permission to request or release of information will expire.

Expiration date for requests for or release of information: Within one year

Condition(s) upon which the request for or release of information expires:

Upon completion/termination of PERT participation

I am permitting the request for release of the following information: From DRS: WWRC: application, medical reports, eligibility reports, referral information, consent forms, financial statement, and IPE. From School System: psychological evaluation, social and medical reports, educational, vocational and behavioral assessments, IEP, annual review reports, school grade reports. From WWRC: reports from Vocational Evaluation, Pre-Vocational Training, Life Skills Evaluations, Summary Completion Report, Dorm Report, Recreation Report, psychological, medical consult reports (O.T., P.T., Speech, M.D. consultations) and Trial Training Evaluation reports.

Date: _____ Signature: _____

Student, Parent or Guardian

Witness: _____

PERT Program
CARP QUESTIONNAIRE

The CARP (Candidate Admissions Review Panel) Process is designed to determine feasibility for participation in PERT Initial Evaluation Services at Woodrow Wilson Rehabilitation Center and to facilitate ancillary and vocational service programming. Please be specific and accurate. Consider "usual" student behaviors in your responses. This questionnaire should be submitted with the Student Referral Form at the time of Student Selection.

STUDENT NAME: _____ LEA _____ INTAKE _____

- 1) What is the objective for the student's participation in PERT Initial Evaluation services at WWRC?

- 2) Does the student do chores at home: Yes ____ No ____

If yes:

- ☐ independently
- ☐ with prompts
- ☐ with direct supervision

- 3) How do you help the student learn a task or assignment:

- ☐ positive reinforcement (money, token, privileges)
- ☐ praise
- ☐ repetition
- ☐ reminders
- ☐ modeling, demonstration
- ☐ other _____

- 4) What social/behavior issues should PERT be prepared to handle, and what strategies are effective / ineffective in dealing with them:

- 5a) How does the student handle frustration, stress, change: _____

5b) How can PERT staff assist the student in these areas:_____

6) How does the student interact with peers:

- | | |
|---|--|
| <input type="checkbox"/> prefers large groups | <input type="checkbox"/> prefers company of peers |
| <input type="checkbox"/> prefers small groups | <input type="checkbox"/> prefers company of adults |
| <input type="checkbox"/> keeps to self | <input type="checkbox"/> prefers company of children |
| <input type="checkbox"/> has peer conflicts | <input type="checkbox"/> other_____ |

7) How does the student respond to authority figures and/or teachers:

- ☐ cooperative
- ☐ verbally defiant, then cooperates
- ☐ verbally defiant, no cooperation
- ☐ needs coaxing
- ☐ needs more skills dealing with male figures
- ☐ needs more skills dealing with female figures

8a) What situations may cause difficulties for the student:

8b) How can PERT staff assist the student is dealing with these issues:_____

Date form completed_____

Person completing form_____phone_____

Relationship to student_____

Woodrow Wilson Rehabilitation Center

PERT Program

INFORMED CONSENT

I, _____ understand that if my behavior or actions interfere with the planned assessment program for any student or myself or if I am in violation of any of the "Standards of Conduct" which warrant exclusion, I may be asked to end my evaluation and return home.

Student

Date: _____

Parent / Guardian

Date: _____

Other (Transition Specialist / IEP Teacher / DRS counselor)

Date: _____

**INITIAL EVALUATION
PERT STUDENT REFERRAL**

All information is considered confidential and will not be released without permission of parent/legal guardian. Note: Referral to PERT should be made when the student's IEP indicates the need for a comprehensive assessment focusing on vocational and functional living skills. This referral is scheduled for (date) : _

FULL LEGAL NAME: _____ SCHOOL: _____ LEA: _____
SSN: ____ / ____ / ____ D.O.B.: _____ GRADE: _____ AGE: _____ SEX: M F
PARENT/GUARDIAN NAME & ADDRESS: _____

PHONE: (home) _____ (work) _____

PARENTAL SUPPORT: attends IEP Meetings _____ initiates contact _____ provides home follow-up _____

DISABILITY: _____ TYPE OF DIPLOMA: _____

CLASS PLACEMENT: % of time receiving special education services per week _____

RELATED SERVICES RECEIVED _____

PHYSICAL LIMITATIONS: _____ MEDICATIONS: _____

ACCOMMODATIONS: _____

LEARNING STYLE PREFERENCE (Circle) AUDITORY VISUAL DEMONSTRATION MULTISENSORY

COMMUNICATION STYLES: (Circle) GESTURES, ASL/SEE, SPEECH READING, CUED SPEECH, OTHER _____

STUDENT CHARACTERISTICS	NEVER ALWAYS	SOMETIMES			COMMENTS
- arrives at class on time	1	2	3	4	.....
- brings appropriate materials	1	2	3	4	.....
- demonstrates good hygiene	1	2	3	4	.....
- brings completed homework	1	2	3	4	.....
- cooperates with teacher/peers	1	2	3	4	.....
- remembers instructions/follows through	1	2	3	4	.....
- plans and organizes work	1	2	3	4	.....
- improves with practice or training	1	2	3	4	.....
- performs to potential	1	2	3	4	.....
- stays on task	1	2	3	4	.....
- completes assignments	1	2	3	4	.....
- asks appropriate questions	1	2	3	4	.....
- attends school regularly	1	2	3	4	.....

RECENT TESTS ADMINISTERED	TEST RESULTS	DATE
PSYCH IQ:	V= _____ P= _____ FS= _____	
READING:		
MATH:		
OTHER:		

VOCATIONAL CLASS: _____

WORK EXPERIENCE: _____

VOCATIONAL ASSESSMENT DATA (if any): _____

CURRENT INDEPENDENT LIVING SKILLS ASSESSMENT DATA (if any): _____

Students who do not meet all of the selection guidelines will be considered for participation through approval of PERT Candidate Admissions Review Panel (CARP) IF THIS IS NEEDED, CHECK HERE _____

IDENTIFY ISSUES: _____

OTHER SERVICES NEEDED: _____ OT Driving Eval. _____ PT Work Capacity Eval _____ Speech Eval.

_____Hearing Eval. _____Computer Accommodations Lab _____Other_____LEA_____

STUDENT:_____

ADDITIONAL RELEVANT DATA (CONTINUED)

Is there other relevant information regarding this youth's social or emotional development that might influence his/her success during the in-residence, comprehensive evaluation at WWRC? (i.e.; acting out behaviors, extreme shyness, anxiety disorders, etc.)

REFERRAL OBJECTIVES

Reason for referral:_____

Specific evaluation objectives:_____

Anticipated use of data in transition activities: _____

PERT PARTICIPATION GUIDELINES: Successful PERT students share certain characteristics allowing effective adjustment to a comprehensive evaluation within a semi-structured residential setting. The following is used to select students for participation in PERT. The applicant must:

- ◆ be enrolled in Special Education or have a 504 Plan
- ◆ be eligible for Department of Rehabilitative Services
 - presence of a physical or mental impairment
 - substantial impediment to employment
 - presumption of benefit in terms of an employment outcome
 - requires VR services to prepare for, enter, engage in, or retain gainful employment
- ◆ be age 16 by Initial Evaluation at WWRC or 2.5 Years from graduation or secondary school completion
- ◆ possess a strong support system
- ◆ have a positive classroom/work behaviors/coping skills that indicate potential to adapt to the semi-structured environment of WWRC
- ◆ have a full scale IQ of 60 or above
- ◆ be medically, physically and psychologically stable and have a favorable prognosis to complete and benefit from the services requested
- ◆ have six (6) consecutive months of documented abstinence or demonstrated completion of intense substance abuse treatment and active participation in a substance abuse aftercare program
- ◆ ensure current behavior will not jeopardize the health, safety or rehabilitation program of self or others at the Center
- ◆ be willing and able to comply with WWRC community living standards (Rules and Regulations)
- ◆ have a plan for immediate removal from WWRC if deemed necessary
- ◆ have any court charges against them settled prior to seeking admission. Cases that are pending adjudication through the judicial system will not be considered. WWRC is not an alternative placement option

Students who do not meet all of the above guidelines will be considered for participation through approval of PERT Candidate Admissions Review Panel (CARP), as referred to above.

COMPLETED BY:_____DATE:_____

PER2704 TITLE:_____

The PERT Program
Woodrow Wilson Rehabilitation Center
P. O. Box 1500
Box W-350
Fishersville, Virginia 22939-1500

PREP Visit Agenda and Pre-Arrival Packet

School: _____

Admission Day/Date @ PERT: _____

Departure Day/Date from PERT: _____

Number of Students _____

- | | |
|---|--|
| <input type="checkbox"/> Interest Inventories Completed | <input type="checkbox"/> Phone Calls Home |
| <input type="checkbox"/> Arrival Sunday Schedule | <input type="checkbox"/> Medical: Bring All Medications
for your stay at the Center in
original bottle with accurate
directions on the bottle |
| <input type="checkbox"/> Weekday Schedule | <input type="checkbox"/> Homework: make plans, if
needed |
| <input type="checkbox"/> What to Bring/not to Bring | <input type="checkbox"/> Bring a Pillow |
| <input type="checkbox"/> Standards of Conduct | <input type="checkbox"/> Pre-Arrival Booklet received? |
| <input type="checkbox"/> Informed Consent | <input type="checkbox"/> Selection of Room Mates |
| <input type="checkbox"/> Money | |
| <input type="checkbox"/> Use of Tobacco Products | |
| <input type="checkbox"/> Transportation | |
| <input type="checkbox"/> Inclement Weather | |

Arrival Day _____ at _____ from _____ with _____

Exit Day _____ at _____ from _____ with _____

Room Mates:

_____/_____/_____

_____/_____/_____

Questions/issues: _____

PERT/DRS/School Paperwork Checklist

Special Education provides:

- ☐ Academic Test Results
- ☐ Psychological Test Results
- ☐ Socio-Cultural Assessment Reports
- ☐ Vocational Assessment Reports, if any
- ☐ Most recent IEP (present level of performance)
- ☐ Medical and Specialty Reports, if any
- ☐ Eligibility Minutes
- ☐ Student Referral Form
- ☐ CARP Questionnaire, if needed for referral

The DRS counselor provides:

- ☐ DRS Referral Form RS-4 & RS-4o
- ☐ Application for Rehabilitative Services RS-5a
- ☐ DRS Medical Form RS-3
- ☐ DRS Authorization for Release of Information RS-3e or Universal Release RS-3i
- ☐ Woodrow Wilson Rehabilitation Center (WWRC) Application

Family members provide:

- ☐ Copy of Insurance Card if available

PERT TEAM PLANNING CHECKLIST

DATE _____ PERT SITE _____ ATTENDEES _____

Activity	Date & Time	Place	Notes
Introduction to PERT: Faculty In-Service and Student Orientation			
*Student Selection			*
Tour		WWRC	
Parent/Student Orientation			
Referral packet to PERT six weeks before intake: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <u>WWRC/DRS</u> RS-4; RS₄₀ WWRC application DRS medical checklist Copy of Insurance Card and Prescriptions </div> <div style="width: 45%;"> <u>School</u> Psychological Report Social/Cultural Current IEP Voc. Eval., if any Eligibility Minutes Ed. Assessment Current Medical PERT Student Referral CARP Questionnaire </div> </div>		PERT	
Candidate PREP visit			
• Monitoring of Previous Students			
Initial Evaluation (___ slots)		WWRC	
Report Implementation & Planning			
Other Activities			

- Designed to be a mid-year activity (November - March) to review student progress. It may be a separate activity or combined with a brief activity like the PREP visit.
- * Referral forms are due at Student Selection

WOODROW WILSON REHABILITATION CENTER

Fishersville, Virginia 22939-1500

Monitoring

Name:	Social Security #	WWRC #
Initial Evaluation Date:	Meeting Date:	LSD / School:
Sit. Assessment Date:	Attendees:	
Vocational Goal - Current:		
Initial Interview:	Current DRS Status:	Grade:
Exit Interview:	Planned Graduation Date:	Type Diploma:
	Student Comments Regarding PERT:	

Discussion Summary:

Current Vocational Experience	Planned Vocational Experience:
Classes:	
Supports Report? Yes No N/A	Supports Report? Yes No
Work Experience:	Planned Work Experience:
Supports Report? Yes No N/A	Supports Report? Yes No
	Needed Support Services/Agencies:
	Persons Responsible:
Current Educational Experience	Planned Educational Experience:
Classes:	
Community:	Needed Support Services/Agencies:
	Persons Responsible:
Supports Report? Yes No N/A	Supports Report? Yes No
Current Social Experience	Planned Social Experience:
School Activities:	
Community Activities:	Needed Support Services/Agencies:
	Persons Responsible:
Supports Report? Yes No N/A	Supports Report? Yes No
Current Independent Living	Planned Independent Living:
Independent / Semi-independent / Family	Independent / Semi-independent / Family
School Activities:	Planned Activities for Independent Living:
Home Activities:	Needed Support Services/Agencies:
	Persons Responsible:
Money Management:	Money Management:
Independent / Semi-independent / Dependent	Independent / Semi-independent / Dependent
Driving Permit: Yes No In-progress N/A	Driving Permit Yes No In-Progress N/A
Supports Report? Yes No N/A	Supports Report? Yes No
PERT Situational Assessment Recommended: Yes No	When: Area:

WOODROW WILSON REHABILITATION CENTER
Fishersville, Virginia 22939-1500

Report Implementation

Name:	Social Security #	WWRC #
Initial Evaluation Date:	Meeting Date:	LSD / School:
Sit. Assessment Date:	Attendees:	
Vocational Goal - Current:		
Initial Interview:	Current DRS Status:	Grade:
Exit Interview:	Planned Graduation Date:	Type Diploma:
Student Comments Regarding PERT:		
Discussion Summary:		

Current Vocational Experience	Planned Vocational Experience:
Classes:	
Supports Report? Yes No N/A	Supports Report? Yes No
Work Experience:	Planned Work Experience:
Supports Report? Yes No N/A	Supports Report? Yes No
	Needed Support Services/Agencies:
	Persons Responsible:

Current Educational Experience	Planned Educational Experience:
Classes:	
Community:	Needed Support Services/Agencies:
	Persons Responsible:
Supports Report? Yes No N/A	Supports Report? Yes No

Current Social Experience	Planned Social Experience:
School Activities:	
Community Activities:	Needed Support Services/Agencies:
	Persons Responsible:
Supports Report? Yes No N/A	Supports Report? Yes No

Current Independent Living	Planned Independent Living:
Independent / Semi-independent / Family	Independent / Semi-independent / Family
School Activities:	Planned Activities for Independent Living:
Home Activities:	Needed Support Services/Agencies:
	Persons Responsible:
Money Management:	Money Management:
Independent / Semi-independent / Dependent	Independent / Semi-independent / Dependent
Driving Permit: Yes No In-progress N/A	Driving Permit Yes No In-Progress N/A
Supports Report? Yes No N/A	Supports Report? Yes No
PERT Situational Assessment Recommended: Yes No	When: Area:

Student Selection/Referral Guidelines

- ☐ History of emotional difficulties
- ☐ History of hospitalization(s) Date _____
- ☐ Classroom behavior problems
Define: _____
- ☐ History of in-school suspension
- ☐ Full daily school schedule (attends all day, or modified schedule- what is it?)
- ☐ IF ED classification, what classes are mainstreamed?

- ☐ Stamina concerns? VE and evening program
- ☐ Adjustment issues: consider large environment, variety of students, need for independent judgment, social skills
- ☐ Sexual acting out/promiscuity behaviors (issue for males as well as females)
- ☐ History of sexual assault behaviors
- ☐ Probation/juvenile court status; for what
Charges: _____
Outcome: _____
- ☐ History of alcohol/drug/substance abuse
- ☐ Runaway behavior
- ☐ School attendance issues
- ☐ Medication compliance issues
- ☐ Homesickness issues
- ☐ Physical impairments; not just need for SLS
- ☐ Performance IQ below 60

SERIOUS ISSUES THAT WILL PRECLUDE ADMISSION TO WWRC

- ☐ Arson/Fire setting
- ☐ Hospitalization within 6 months
- ☐ Awaiting adjudication of court charges